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ABSTRACT

The four speeches which were given at this one-day workshop are reprinted in this document. The opening speaker began with an assessment of the problem of illiteracy in the United States and presented the library as an agency already dedicated to adult education and teaching of reading. The next speaker challenged librarians to keep abreast of contemporary means of communication, and to provide those means to users in order to serve the real demands of the public. A representative from the Right to Read Academy of the University of San Francisco described the philosophy of the American school that produces a nonreader. Some of the methods used by the Academy to teach reading were described. The major portion of the workshop was the presentation of the actual working plan of a literacy program administered through the libraries of the South Bay Cooperative Library System. (JAB)

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LIBRARIES AND LITERACY:
THE PROBLEM OF ILLITERACY IN THE UNITED STATES AND WHAT LIBRARIES CAN DO ABOUT IT

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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PROCEEDINGS OF A WORKSHOP

HELD SEPTEMBER 21 & 22, 1977

AT THE SAN FRANCISCO PUBLIC LIBRARY

The workshop was presented by the
Bay Area Reference Center
San Francisco Public Library
Civic Center
San Francisco, CA 94102

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December 1977

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The Bay Area Reference Center

presents a workshop

LIBRARIES AND LITERACY:
The Problem of Illiteracy in the United States
and What Libraries Can Do about It

September 21 & 22, 1977
10:00 a.m. - 4:00 p.m.
in the Lurie Room
of the San Francisco Public Library
Civic Center
San Francisco, CA

Program is the same both days.

9:30-10:00	Registration
10:00-10:10	Welcome - Anne Roughton, BARC Workshop Coordinator
10:10-10:40	Libraries and Literacy - Mary-Jo DiMuccio, Administrative Librarian, Sunnyvale Public Library; member of the Project Resource Board for ALA's 1977 publication *Literacy and the Nation's Libraries*
10:40-11:10	Libraries and Literacy; Match or Mismatch? - Wes Doak, Consultant, California State Library
11:10-11:40	The Federal Right To Read Program - Dr. Don Delay, Project Director, Right To Read Academy, University of San Francisco
11:40--1:00	Lunch
1:00--4:00	Hows and Whys of Establishing a Literacy Program in a Public Library - Brenda Gray, Reader Services Librarian, Mountain View Public Library; former Project Director for the South Bay Cooperative Library System Federal R.E.A.D. Project

* * *

SUMMARY

"Libraries and Literacy; the problem of illiteracy in the United States and what libraries can do about it" was planned as a BARC workshop as the result of a needs assessment made in 1976. A workshop dealing with this subject was indicated by survey respondents to be of high priority. [Memo dated August 2, 1976, distributed to libraries participating in BARC workshop program]

Scheduled September 21 and 22, 1977, each day's program was the same. A total of 148 persons attended in the two days.

Mary-Jo DiMuccio began the day with an assessment of the problem of illiteracy in the U.S. In spite of a high percentage of Americans with high school educations, a significant proportion of the population, one out of five, has been found to lack the literacy skills required for basic successful daily living. The library was presented as an agency already dedicated to programs for adult education and the teaching of reading.

Wes Doak discussed the materials held by libraries, stressing the need for libraries to change with the demands of the public. Print reading may no longer or not much longer be the means by which most Americans inform and entertain themselves. Literacy was defined as a simple communications process and libraries an agent of that process. Librarians were challenged to keep abreast of contemporary means of communication and to provide those means to users and potential users in order to remain viable institutions serving the real demands of the public.

Dr. Don Delay described the philosophy of the American school that produces a nonreader. The program of the Right To Read Academy of the University of San Francisco was related. Some of the methods used by the Academy to teach reading were described. The speaker's philosophy for the use of federal grant monies was a highlight of the day. Delay was unable to be present for the second day of the workshop. His comments on the first day were videotaped and screened the second day.

Brenda Gray presented in detail the actual working plan of a literacy program administered through the libraries of the South Bay Cooperative Library System.

* * *

LIBRARIES & LITERACY

Mary-Jo DiMuccio
Administrative Librarian, Sunnyvale Public Library;
Member, Project Resource Board for ALA's 1977 publication
Literacy & the Nation's Libraries

I. The first thing I'm going to do is hand out two charts that I think will explain and sum up some of the remarks I'm going to make today. The first [Appendix A] shows on the left side library resources and services and then on the right, client or client groups, and then the interaction between the library and the groups. Also while I'm talking, I'm going to speak very directly about helping people on performance of daily tasks who are undereducated adults; and the second chart [Appendix B] will give you an explanation of what I'm saying about that.

The first thing I want you to do this morning is to visualize a pyramid. At the very base of the pyramid is our potential clientele, non-users with limited literacy. Making up the middle of the pyramid is the literate user population. And at the peak is the mature, independent user. This morning we're going to concentrate on the base of the pyramid, and hopefully, when you go back to your libraries, you will bring that clientele up to the very top.

The public library as an institution of education has a responsibility to respond to the information-finding and -using needs of adults to help them improve their performance of life tasks. Today we will explore the ways the public library can serve the undereducated and functionally incompetent. And we'll look at the knowledge needs of public librarians who are interested in responding to the needs of this clientele.

Americans live in a society that is in a constant state of change. The average adult resident of the United States finds it increasingly difficult to cope with the complexity of his own culture. All of us must solve problems on a daily basis. These problems may be small or major; they may relate to our personal life, or our dealings with government, business or friends. However, all these problems have one element in common: To develop effective solutions, information is needed. For many the discovery and usage of problem solving information is relatively simple. Unfortunately, for a large number of adults the process of finding and using this information is, in itself, a major problem. In a major study of adult performance levels conducted at the University of Texas in Austin in 1975 it was found that a high school education is necessary to enable a person to perform tasks successfully for everyday living. This does not mean that a high school education supplies us with solutions to problems; rather, it provides us with the skills necessary to solve such problems.

The daily tasks investigated in the study included the ability to read a classified ad, determine the best buy in a grocery store, compute gas mileage and various other everyday activities. Those least able to function in such tasks are the undereducated. Usually, this group is made up of the poor, the aged, the unskilled, and often, the unemployed. The ability of these people to perform in

everyday life is often compounded by the spiral effect created by their educational deficiencies. Those who are educated tend to hold good jobs and have money, can use their resources to solve problems in a planned fashion. Among the undereducated, the problem solving process is haphazard, and they seem to live their lives responding ineffectively to crisis after crisis. Very often they cannot identify problems as such, but see them as facts of life over which they have no control. Even when a problem is identified, alternative forms and sources of information are not considered viable routes to problem solving.

II. Every library in the country--no matter what its size, function, objectives, and resources--has a place to take in the national literacy effort. Every library in the country has other libraries and other educational/social agencies in the local community or the state with whom they can cooperate. Librarians will find many persons who are engaged in the effort: community leaders, teachers, reading specialists, and others in schools and colleges and volunteer programs.

What is the effort? It is to focus the educational resources, human and material, in the libraries of the country on helping every child, young person, and adult to learn to speak, read, write, and compute--in brief, to learn how to learn.

It is to reach out to each other and, through the institutions or agencies of today's society, establish high priority on development of a community-wide reading improvement system.

Why? Because language--whether it is a sound, a picture, a word, a letter, a sign--is vital to each person's survival. One must be able to get the message, to give messages, to make sense of what is being related, and to use the information in making decisions about what to do and why.

Literacy has long been a priority in the United States. A common school system and publicly supported libraries of several types testify to this fact. The proportion of Americans completing at least a high school education, or more, has steadily increased so that the nation now has attained a median education grade level of 12.3 years--the highest such figure in the world.

It would seem from such an achievement that this country should have a highly literate population, but statistics and performance do not bear this out. At one time in the past, little schooling was needed. In modern society it seems necessary for everyone to have the equivalent of a secondary or high school education.

Against this background of increased school attainment it is essential to point out:

In 1975, in the United States, 57 million adults 16 years of age or older, and not enrolled in school, had not completed a high school education.

In 1970, there were more than 27 million workers 16 years of age and over with less than 12 years of school.

Projections for 1980 indicate that the same number of workers will not have completed high school.

Each year about 1 million students leave school before completing high school. Projections show that this figure will continue through 1982.

Projections for 1990 show that there will be about 22 million workers with less than a high school education. Therefore, the problem of illiteracy will continue at least to the year 2000.

The 1974 report to the National Advisory Council on Adult Education presents vital statistics about the literacy and adult education needs of the United States population in general and of specific groups among the younger and older population, the ethnic and minorities groups, the labor force, and the very poor. A detailed review of these facts is not possible here, but they present overwhelming evidence that:

There is an urgent need to increase the national effort in delivering adult education services.

The increasing demands of a technological society are raising the educational requirement levels for employment and general living.

The future will bring new definitions of population requirements as new standards and new needs arise for the high school diploma and new programs are adapted to meet the human needs of the time.

People with limited education can experience severe limitations to their ability to perform as citizens, to realize their full potential as individuals, and to take advantage of leisure-time activities. They experience severe limitations on their ability to serve as economically active members of the work force.

The rather startling results of several recent reports focus attention anew on literacy as a national priority. If to be literate means that adults must have the ability to use skills and knowledge needed for meeting the requirements of adult living, then many Americans are not. A 1975 study on adult functional competency reported that one out of five adults in the United States lacks the skills and knowledge needed to function effectively in the basic day-to-day struggle to earn a living and maintain a home and family. Most alarming were the difficulties encountered in the area of consumer economics. Nearly 30% of the population was found to be functioning with difficulty, and an additional third of the population was functional but not proficient.

The 1975 study amplifies a 1970 National Reading Council survey which measured situational tasks such as reading classified ads, leases and credit forms, and Social Security forms. The findings indicated that 21 million Americans were functionally illiterate.

General literacy has grown up slowly. And mass literacy is a major concern of the twentieth century. For centuries illiterate people have had a highly complex, sophisticated learning with neither written languages nor formal schooling. Printing made mass literacy possible and the development in scientific knowledge, the changing economic, social and technological framework of modern society, urbanization, and the need to know and adopt new ideas have made it necessary and imperative for political development and informed citizen participation. Therefore, literacy is essential for coping with daily problems and for improving the quality of life for persons of all ages; particularly so for adults, who are responsible for the care of the young and the old as well as themselves.

Illiteracy inhibits or prevents the effective exercise of human rights that are dependent on literacy skills. Because of ignorance men and women suffer discrimination. Ignorance prevents choice of work, prohibits productive income, makes possible exploitation, and favors undemocratic government.

Literacy can mean many things: to be able to perform daily tasks, to meet new work requirements, and to understand new techniques. Literacy makes it possible to review and augment what is seen and heard on the more persuasive communication of movies, radio and television.

Lifetime learning is becoming an important part of today's society. The commitment to the education of adults and the right of every person in the United States to attain literacy skills and knowledges has been supported by legislation and funds. For more than a decade the federal partnership with state and local education agencies has made possible adult basic education programs.

Many persons find this emphasis on literacy in a nation with millions of highly educated people who have high school and college degrees to be a surprising, even unbelievable, concern. Ironically, at a time when the focus is on helping millions to learn to read and to comprehend what they already can read, many state-

ments are made predicting the end of literacy, print, and reading. Nevertheless, the ability to read is recognized as one of the most important skills anyone can have, because of its extreme social significance and its importance as a vital tool for lifetime education and career success.

Although during the last decade the focus on reading and literacy has been phenomenal, millions of people still fail to succeed in meeting everyday problems, and such failure demonstrates the urgent nature of this priority and the need to act on the part of the learner, teacher and librarian.

Librarians are in a unique position to focus their attention on the achievement of national literacy and to take an active part in its development. Libraries are in a position to collaborate with other agencies and take leadership in achieving a unique social responsibility. Some libraries already have taken major responsibility to assist in reading development programs which advance the nation's literacy efforts.

Literacy is one of the United States Office of Education's highest priorities. Office of Education program regulations recognize the value of libraries and information science in providing:

> Activities which are designed to bring together the total information, educational, and cultural resources of communities and organizations into new and effective patterns of service with emphasis on special target groups such as the underemployed, undereducated, culturally or geographically isolated groups, and others who have been unserved or minimally served in the past...

Librarians of the country have had a long and deep commitment to adult and continuing education, and the support of reading for children and young adults. "Adults" is implicit in the major goal of the American Library Association which is "the promotion of libraries and librarianship to assure the delivery of user-oriented library and information services to all." It is important to note that emphasis is on service which includes delivery as well as access to all people. A first objective which is integral to the achievement of this goal states:

> Provision of information services and resources for all the people of the United States of America in order to increase their opportunity to participate in society, to learn to achieve self-fulfillment to pursue careers, and to obtain information needed for research.

A second objective stresses the "Provision of leadership for interlibrary cooperation." Standards established for libraries also commit librarians to provide such services.

The American Library Association, reinforcing its long advocacy of improved literacy and recognizing its responsibility to provide leadership and coordination for developing literacy programs, has been a strong advocate in launching a nationwide effort to focus librarians' attention on their active commitment to the achievement of national literacy. Librarians have the built-in opportunity for joint venture in California through system activity and the unparalleled opportunity to cooperate with many groups and libraries already involved in a total national commitment.

The importance of total national literacy has become the focus for many segments of the population. The fact that a large part of the population is not sufficiently literate, does not have the knowledge and skills necessary for their

daily lives, is well-known and is uppermost in the minds of political leaders, businessmen, labor leaders, public and private groups, reading specialists, teachers, curriculum administrators, librarians and library trustees. In a nation dedicated to education for everyone and at all levels, a major objective is to change the situation.

For the past four years, the Appalachian Adult Education Center, known as AAEC, at Morehead State University, has conducted library demonstration projects and training institutes for the purpose of developing methods whereby libraries can expand services to undereducated adults. The AAEC has worked with 62 public libraries in the Appalachian area in an attempt to negate factors which reduce or minimize the effectiveness of the library in helping the undereducated.

III. The first step in expanding service to the undereducated adult must be an assessment of the current status of the library in this area. Some questions that need to be answered are:

1. Does the number of poor and undereducated adults in the community indicate a need for expanded library services?
2. Does the library have appropriate easy-to-read adult material?
3. Does the library staff have an understanding of the knowledge and information needs of the undereducated adult?
4. Does the library staff have an understanding of the information-finding habits of the undereducated adult?
5. Does the library staff have an understanding of the life problems of the undereducated adult?
6. What is the present image of the library held by the undereducated adult?
7. Does the library staff have prejudices or misconceptions of undereducated adults that inhibit development of services to them?
8. Does the library maintain files on existing services and resources currently available to the undereducated or disadvantaged adult?
9. Does the physical arrangement of the library create a learning climate?
10. Do present outreach services adequately serve the undereducated adult?
11. Does the library staff have information counselling skills? If not, are they willing to acquire them?
12. Does the library coordinate services with others serving the undereducated adult, such as the Department of Human Resources, Department of Mental Health, Public Health Department, Adult Basic Education and Cooperative Extension?

The answers to these questions should identify the course to be taken by the library. Changes of a purely impersonal nature may be required. These may include changes in library hours, upgrading outreach services and improving library holdings in certain areas. On a more personal level, the library staff may have to modify the way in which they deal with people, both patrons and other community agencies which assist the undereducated.

A resource file on community services and resources must be available in a form useful and usable to the undereducated adult. The development of a community information and referral center, either by library staff or in cooperation with another agency, is an important step in serving the undereducated adult.

When the appropriate materials and files have been acquired by the library, delivery systems must be considered. Simply having the material and information available in the library building is ineffective if the potential patron cannot

get to the library when he needs it. The most successful methods of delivery appear to involve outreach services. Storefront libraries, bookmobile services, deposit collections, home delivery and books by mail are a few outreach services which create an awareness and interest in using libraries for problem-solving by undereducated adults. Similarly, a change in hours of service, an increase in weekend hours, or even the rearrangement of library furniture to provide space for a learning center or literacy training or a private room for information counseling may have a major impact on the extent of library usage by the undereducated.

Every type of service must have the support and involvement of library management and staff. To promote independent information seeking by the undereducated, even when appropriate information services and materials are readily available, the librarian must be willing and able to help the individual go through the process of using the information.

As a part of this process, the library staff should be ready to assist the undereducated adult in several ways: first, by helping the person define the problem (reader advisor, and interviewing skills are needed); second, by helping the person locate the information needed; third, the individual may need assistance in judging the usefulness of the information. Finally, the librarian may have to help the person to apply the information to the solution of the problem.

This involves pointing out alternatives and consequences (not giving advice) of certain actions under consideration as part of the solution. During this entire process, the librarian is acting as a learning facilitator, a role which requires information counseling skills. The willingness of the library staff to acquire these skills and use them appropriately will be an important factor in any attempt to expand services to the undereducated. The members of the library staff should have "open-listening" personalities which will allow the undereducated patron to approach them without fear of being "put down" because of appearance or behavior. It is important for staff members to be aware that undereducated adults tend to be poor listeners as well as poor readers. The librarian must speak slowly, simply, and repetitiously on occasion. Often, the undereducated adult will hesitate to verbalize his confusion, and the librarian must compensate for his hesitancy by stating and restating the dialogue between them as they work to clarify the problem.

Finally, the library staff should be willing to work with other agencies serving the undereducated adult. The coordination of services between the library and other agencies is important for two reasons. First, that personnel in both public and private social and education agencies are often unaware of the services and service role of the public library. In some cases, these people are as much in need of library orientation as the people they serve. Second, the undereducated are much more likely to become library users when those who serve regularly--social workers, adult education teachers, etc.--are convinced that the library represents a viable resource in the problem-solving process.

Coordination efforts should focus on the development of material goals and joint activities directed toward the improvement of both services. It has been found that as a result of this type of coordination, libraries learn a great deal about services available in the community and often can more effectively act as referral sources for local agencies. The librarian also develops a better understanding of the specific information needs and life problems encountered by undereducated adults in the community.

IV. In recapitulation, the cultural, psychological, physical and intellectual barriers that inhibit the undereducated adult from finding and using information for everyday problem solving are insurmountable without appropriate services.

These services must be designed to differentiate in terms of time, materials, delivery and content to fit the erratic life of the undereducated who is looking to libraries for help to solve everyday problems.

The librarian must go out, and the librarian must go out to everyone.

* * *

Ed. note--Ms. DiMuccio displayed a publication and cited it as useful for working with all persons, although it was prepared for use in a Spanish-speaking community. Lesson plans, a-v materials, suggested agencies for assistance, and similar teacher-aimed suggestions are given in this handbook for teaching survival English for civic education, cultural awareness, consumer education and other daily living tasks.

Survival Guide. Prepared by Latin American Family Education Program, Gary, Indiana. The guide was originally printed and distributed gratis by the agency, but is now published and sold by Lakeshore Curriculum Materials, 1144 Montague Ave., San Leandro, CA 94577, 415-483-9750.

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LIBRARIES & LITERACY; MATCH OR MISMATCH?

Wes Doak
Consultant, California State Library

You've probably noticed that I'm the only speaker you get today who hasn't written a book--pardon the expression--on print literacy, and you'll figure that out before long. But I would like to make maybe two contributions to your bibliography. I think these will add some considerable dimension to literacy, most likely in print for sure.

The September 1977 issue of *Audiovisual Instruction*, which is the national journal of the Association for Educational Communications and Technology, is totally devoted to print, and there is a wide range of fascinating articles. I haven't had time to read them all, but just scanning through the titles, I think anyone who is even halfway interested in this topic would enjoy looking at that. More libraries have this journal than you might imagine, even though you may not normally look at it. Its centerfolds are terrible, but look at the cover. You might miss it at first, because it's very nicely done and it's the sort of thing you might turn over, but read the whole cover--it's fun.

The second thing I'd like to add to your bibliography is both the name of an association and also their newsletter, and that's the International Visual Literacy Association. They publish a monthly *Newsletter*. It's quite small, but it concerns itself totally with literacy, maybe not in the mainstream of all of your thinking, but certainly literacy nonetheless. [*Visual Literacy Newsletter*, edited by Dennis W. Pett, Audio Visual Center, 110 Mitchell Hall, Indiana University, Bloomington, IN 47401; no charge to members, annual $15 membership fee.]

OK, to the subject at hand. Picking on literacy will surely be about as popular as picking on motherhood, apple pie, the American Flag, hot dogs--maybe as unpopular as picking on Chevrolets. But my purpose here today is precisely that--to pick on literacy programs, especially as they are formulated and espoused by libraries. Why? Because they should be picked on. They're generally elitist in concept, tunnelvisioned in scope, poorly planned in terms of educational methodology, costly beyond description, and while possibly successful for a few individuals, of no value whatsoever to the population at large.

Does this description of library literacy campaigns and programs mean I'm not interested in literacy? Of course not. I am here today solely because I <u>am</u> interested in literacy. In order to explain this seeming dichotomy, allow me <u>to</u> return to basics for a moment--not to the brain, which is the real basic in this case, but to the terms we all use to explain our concerns and our programs.

> Most people presume that their way of perceiving the world is <u>the</u> way of perceiving the world. If they hang around with people like themselves, their mode of perception will never be changed. It is at the poles, literally and figuratively, that the violent contrasts illumine our own unarticulated perceptual prejudices. Toward the North Pole, for instance, live

Eskimos. A typical Eskimo family consists of a father, a mother, two children, and an anthropologist. When an anthropologist goes into the igloo to study Eskimos, he learns a lot about himself. Eskimos see pictures and maps equally well from all angles. They draw equally well on top of a table or underneath it. They have phenomenal memories. They travel without visual bearings in their white-on-white world and sketch cartographically accurate maps of shifting shorelines. They have 40 or 50 different words for what we call snow. They live in a world without linearity, a world of acoustic space. They are Eskimos. Their natural way of perceiving the world is different from our natural way of perceiving the world.

[Culkin, John. "A Guide to McLuhan," *Religious Education*, Nov.-Dec. 1968.]

One does not need to go to the land of snow and ice to discover different ways of looking at the world, however. If we, today, are to communicate, which, after all, is what literacy is all about, we must at least understand, possibly even agree upon, our terms. Three terms that have already been used today, and will be used over and over again today, are not at all clear to people who live in America. For instance: What is a library? What is literature? In fact, what is literacy? Make no mistake about it--I want libraries and literacy to be a match. I believe that understanding the following definitions will go a long way toward matching libraries and people.

What is a library? I know that special libraries, academic libraries and school libraries have been recently examining themselves in light of user needs and performance standards. It is possible that the Public Library Association has done the most thorough job of charting its course in light of its users and potential users. PLA said in its preliminary guidelines published in 1977 [Hiatt, Peter and others. "Guidelines for Public Services: An interim statement," PLA/ALA, April 1977, pp.3-7]:

> Although the mission of the library today has its roots in the society of the past, the milieu in which the library now functions demands shift of emphasis, radical in degree, if not in kind.

Can you imagine the American Library Association, the group which is often credited with inventing stonewalling, coming up with a statement like "shifting the institution, radical in degree, if not in kind"? Among the new factors in American society demanding either a new institution or this radical change in libraries are three that they call to our attention. One is runaway social change; one is runaway increase in the volume and complexity of the record of human experience; and the third they call total egalitarianism. Let me make some brief statements about those three, mostly quotations from that document.

Concerning runaway social change:

> By virtue of communications, undreamed of in previous revolutionary periods, the natural tendency of revolution to destroy the old before building the new order is now no longer hedged, since nearly everyone is simultaneously present at all major events as they appear on the 6:00 TV news. Society is thus in genuine danger of destroying the positive insights, attitudes and values of the past before they can be assimilated into a more civilized new order.

Therefore, PLA suggests that society needs an agency to identify relationships in

the fast-flowing river of change to maintain the record of new ideas, technologies and values so that individuals and institutions will be able to perceive and then control the direction of change as it relates to each person's particular life experience.

The second matter that they called to our attention was the runaway increase in the record of human experience.

> Perhaps for the first time in history, barriers to the human record exist not so much in a scarcity of materials as in a glut. This increase in the record stems partially from the knowledge explosion itself, and partly because technology now enables us to record and, if we wish, to preserve everything in a multiplicity of forms--print, nonprint, manual and electronic. The human record was never before as repetitious and indeed trivial.

PLA suggests in response to this concern that society needs an agency to guide the user at all levels to the most significant, representative material to meet his individual needs.

The third thing, the total egalitarianism issue:

> For the first time in history, the concept of the right of every individual to determine his own destiny and the obligation of every individual to contribute to social decision is now becoming operative.

PLA suggests that society needs an agency that can bring everybody, regardless of age, education, language, ethnic and cultural background, mental and physical health, into effective access of the human record.

The American public library now, as in its 19th century beginnings, is an agency structured to respond to certain societal needs. The key word in these guidelines, as in guidelines to any kind of a library, is "respond"--respond to needs, not change needs. The facts are that libraries have a record of wanting to change people rather than serving them. Changing people isn't so bad as an isolated objective, and there are certainly many honorable institutions dedicated to changing people. The question is whether libraries exist to change or to serve. When libraries were first formed they were formed to provide "culture" to the masses, the great unwashed. Naturally, great books were collected, preserved, and cataloged in ways that no average person could comprehend. When magazines were first added, only "quality" magazines were added. When films were added, only documentaries and nontheatrical films were purchased. When audiorecordings were added, only operas, lieder and theatrical recordings were added. Let's face it, library people, libraries only recently began adding bestselling books, still don't in many cases offer the bestselling magazines, don't offer the bestselling records and films, and then have the audacity to tell the world at large they, libraries, are a literary institution in today's world. Everyone, but library workers it seems, knows better.

The average American, according to a recent major survey, reads books only three, yes three, hours a year. That's less than 3% of his or her unstructured leisure time [Columbia Broadcasting System, David Blank of]. Again, my only comment is that it seems the only people in this world who don't know that work in libraries. Librarians spend 97% of their money in California on books and print materials. It just happens to be the exact opposite of what this survey told us, and that 3% that does get spent is obviously, at least in this poll, what people

would like to have to answer their educational, their information and their recreational literature [Clark, Colin, ed. "California Library Statistical Directory," 1976, various tables]. No wonder libraries and friends of libraries are so concerned about print literacy. I'm reminded of a famous cartoon where the person in the back of the pack yells out to the frontrunners, "Wait for me--I'm your leader!" Libraries involved in print-only literacy programs are surely doing the same thing. You can almost hear the quotation: "Now that we've spent millions of taxpayers' dollars on books few want to read, we feel a necessity to convince them to obtain their information, education, and recreation our way." Well, my thought is, forget it. 1977 is a multimedia year and a multiliterature age. Print literature can't answer even one of the objectives of the new public library guidelines. Not by itself. The fact is that print literature probably can't answer school, university, special, college, church or other library objectives either. Yet most library literacy programs dwell on print literacy as if it were the most important library form.

In summing up my feelings about defining what a library is or what it ought to be, I would simply say that on one hand we have all kinds of people, of every size, every denomination, every type, every language, who have all kinds of informational, recreational and educational needs. As Mary-Jo mentioned earlier, that means that that group of people is going to spend, on an average, 60 years of their life with no connection with an educational institution at all. That group of people is on one hand. On the other hand we have all kinds of resources available to us to answer those informational, recreational and educational needs, no matter how you couch them in terms of survival skills, health education, or anything else. We have all kinds of material available to us--television, video cassettes, magazines, even books. We've got all those kinds of things, and our job as a library is to get them together.

If we could agree on that concept of a library in 1977, we could then turn to what literature is in 1977. Literature has always meant simply a communications process: Homer telling the story of Odyssius, an unknown relating the adventures of St. Paul, Leni Riefenstahl showing us Olympic diving at its very best, or PBS showing how Burt Lance reacts under the grilling of a Senate subcommittee. Literature is a process, a process of communication. Libraries are communications agencies.

How did we lose our rapport with users and potential users? It is not true that libraries have always had to struggle and claw and kick to get library budgets. That doesn't mean we were always funded properly, because that simply isn't true; but there was a time in the professional lifetime of nearly everybody here when we were not out fighting against police and fire for at least basic survival in the budget. During the last few hundred years, libraries changed from information and communication agencies to "book" agencies. When books were the prime communication media, that worked exceedingly well. The problem was, and still is, that the profession and indeed the institution of libraries tend still today to attract booklovers, not communications people, who couldn't care less which media is used as long as it meets the needs of the user, and who couldn't care less if today's popular media were superceded by still newer media.

Literature, whether character development, plot, story line, pace, print, symbolism, vocabulary, style, or anything else, is independent of the recording medium. Print, clearly the least effective storage and utilization format of all time, is obsolescent. TV, film and audiotape may well be too, and soon. The goal is to answer human needs for information, education and recreation, regardless of the format.

If libraries are communications agencies, and literature is a communications process, then literacy is understanding messages from other people. Some say that it won't be long until communication is mental telepathy--seriously. If a man can start and stop and reverse an electric train just by thinking about it, something many of us have seen on TV recently, surely it won't be long until humans can receive such messages. However, I trust we have a few years to chart an interim course.

Socrates in ancient times said that the letter--the alphabet, that is--is destined to kill much of the life that the spirit is given. Forty years ago Laszlo Moholy-Nagy said that the knowledge of photography is just as important as that of the alphabet. The illiterate of the future will be a person ignorant of the use of the camera, as well as the pen [Moholy-Nagy, Laszlo. "Vision in Motion," p.208, 1947]. Just a few years ago McLuhan prophesied that if the newer media were ever to appear to compete with the traditional media, it would be solely due to the fact that educators, librarians, and others involved in the use of media didn't incorporate the newer media as fast as the public did. Don Fabun, a futurist for the Kaiser Industries, has said that by the year 2000, the functional meaning of the word illiterate will be "a person who obtains his information from printed sources." Today, I say that literacy is critical; it's essential. Libraries are intertwined, whether we like it or not, with literacy. However, literacy programs that are not in sync with today's literature are of no more value than an effort to bring back a totally oral tradition of literature, or cylinder recordings, or handwritten manuscripts.

Literature and libraries, libraries and literacy--match or mismatch? The answer is easy; the answer is very, very easy. Coupled with 1977 media, it's a match; coupled with 1477 media, it's a mismatch.

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THE FEDERAL RIGHT TO READ PROGRAM

Dr. Don Delay
Project Director, Right To Read Academy, University of San Francisco

You should know a few things about me personally first, because you need to filter some of the things I'll say later. There are very few things that are important to me that I learned formally. The reason I have a degree is because I kept facing this alternative--going to work or going to school. I kept going to school. I ran out of schools to go to and finally had to go to work, but I have to say that I have had a job for the last 20 years where I've never had to be anyplace on time. I wear a watch. It's the first time in 20 years I've worn a watch too, but my son gave me this to help me with navigation. We sail. So I'm trying to look a little more like I mean business. I wear shirts, and I'm trying to straighten up--get off the beach, you know.

I really learned more about language from loggers than I did in school. I've been in educational institutions for a long time, and it's really confusing. At the meeting I just left, everybody was trying to say, "Delay, we don't agree with you, the hell with you," and do you think they'd say, "Delay, we don't agree with you, the hell with you"? Oh, my god, they went around the block 40 different ways--"Well, I think we need rigor; I think we need a clear statement of our philosophy so that we won't be confusing your students." The thing about a logger, he would just say, "Damn you, I'll hit you in the mouth"--you know, real direct, clear use of the language, sometimes a little dirty, I guess, but very direct. I found that out with pro fishermen--I was a pro fisherman for awhile--they're very direct. I was an iron worker for awhile, red iron, bucking rivets. My partner fell off, and I gave my union card to a kid who was always looking up. I didn't want him to go through everything I had to go through to get that union card. So I just gave it to him and split. I found out I could be a coward. That's an important thing to find out. You don't find that out in school.

My son taught me some things. He went through high school, and that was really a decline for him. He's a bright kid, but it was kind of a decline though. He finally made it out on time, and they were kind of glad he was out. The last year it was really getting kind of nasty. Then he went to Foothill Junior College, or city college, or whatever the hell they call them now--community college. He said, "Man, this is just like a blown up high school--the same thing exactly," and he lasted there about six months. So he went to Mexico, and you know, he spent a year and a half in Mexico without being thrown in jail. That's pretty good--the Yaquis are pretty tough down there. He bought a sailboat, lived on the sailboat, sailed around the Sea of Cortez, sailed it up the north side of Baja to San Francisco--the toughest place to sail in the Pacific Ocean, that is west of The Roaring 60's. Now, you can't duplicate a curriculum like that. So most of the things that are important to me are things that I've experienced, not things that someone poked in my ear or expected me to regurgitate, or read and remember.

And now, the reason that I'm the Chief of the Right To Read Program is interesting. We have a young lady that was trained in library science, and one of the

things that I've found out in my 50 years is that people who are trained in particular professions are usually the least likely person in that profession to help the person that needs the service. It's certainly true of teachers; it's certainly true of social workers. I have never met many librarians, so I just don't know--maybe you guys have got it cool, but we've had an awful trouble with trained professionals dealing with what they're trained to do. Psychiatrists, for instance; psychologists are the most terrible people to have psychological problems. Now, this young lady came up, and she wrote a Right To Read proposal. You know, that's where you tell lies to the government and they send you money. Well, she wrote it in the wrong order. She told the lies in a different order, and it wasn't according to Hoyle or something, and we weren't high enough on the list of the readers, and we didn't get funded. Well, the dean was really mad, so he says, "By god, we're going to get one of those Right To Read proposals." Well, I spend a lot of my time, and big universities make their living getting government money. We call it Robin Hood--you know, steal the money from the government and use it any way we want to until they catch up with us, and we find some other thing to steal. By that time that thing's over with anyway. So I said I wasn't going to live that way any more, but the dean had such a heat on about the Right To Read thing, so I said, "Alright, I'll write one more of the damned things." So I got together a little squad of good liars, and we wrote the thing. So we got a Right To Read proposal here in the city. We said we're going to do all kinds of things. We have objectives, and we can measure them. We said, "75% of the people we deal with are going to be able to read at the sixth grade level in 20 treatments, and we're going to use the RAT, and MAT, and SCAT, and we have a whole flock of tests that have been used someplace else before." So we got those, and we got that all set up as a procedural thing, and then we just promptly forgot it. In fact, we've got one guy who just goes around keeping that stuff straight for us.

Now, the rest of us do something else. We have five satellites, but most of them are in the community college system. By the way, the community college system is really anti-doing anything else, and Jesus, they raised hell with us. They made it so hard for us--you can't believe it, but we hung in there. Some days we could get a few guys in there. We found that we have to have a front man to deal with the authority of the place, and then someone else to do what we're going to do. So we got three of those set up. Then there's a little church out here that just politically we had to have, a little Catholic church out on the point. Politically we had to have a Catholic church in it--that's a Catholic unit, you know, it's a Jesuit place, so we had one of those politically, and it's not doing very much. Then we have the three community college centers: one in Hunter's Point, one over here on Van Ness, and one over here in the Mission. Then we have one at the jail, which is also a community college. They get the ADA for it. That's a funny thing, isn't it--the ADA? Everybody's fighting over who gets credit for the heads each day--"I don't give a damn what you do, just get him registered!" It's an incredible place. So we're out there with a captive audience, but there's a lot of turnover in it. There's some things we found out about it. We found out that about 60% of the kids in the jail in San Bruno don't read.

Now, I want to tell you one thing that's really made me a little mad with this whole trip here today--the word illiterate. I don't know any illiterates. I never met an illiterate in my life. Oh, a flock of folks won't read, but they're not illiterate. Now, I'm going to refer you to a literary source on that topic, and the guy is Paolo Freire. He talks about the issue of illiterates, that there are no illiterates. Like, you know, you send a sociologist out to teach reading to people in peasantry, and the thing he taught them was to go out there and say,

"I don't know anything about your village; you are the most knowledgeable people in the whole world about your village, and I'm from the University, and I don't know sic 'em about your village; so what I want to do is, I want to help you make sense out of these Portuguese words, and you're going to help me make sense out of your village." They'd have little group sessions every night with people from 8 to 80, and he taught a whole lot of people how to read--more people to read in a shorter period of time than anyone else in recorded history. But he made one little mistake--he taught them how to read in critical consciousness, and those peasants started writing nasty letters to the priests and to the people who owned the country, and there was a military coup, and who was the first one thrown out of Brazil?--Paolo Freire. Now he's working over in Brussels, the Ecumenical Council of World Churches, or something like that. It's a scream. But he has a lot to say about reading.

Now, there are no illiterates. Everyone can use the language. In fact, here's what we found out with adults that don't read. They have compensated by establishing the use of the language orally, and they can almost con anybody into the trip that they can read. There are very few adult non-readers who can't act like they can read, and to threaten an adult in a literate society with the issue that he can't read is really a serious business. We've set up things in schools and the first approach all over the country in how to make adult reading academies work was to go directly at them--"Look, you're a non-reader; we're going to help you." They say, "Hell, I can read; give me some of those books." And they didn't get anyplace with them.

Now, I can tell you what we spend all our time doing. We spend all our time just on a human level, just on a person with one other person, getting someone to trust us. Now, I'll tell you how you can get another person to read. You can teach a person to read with a Sears Roebuck catalog. As soon as the person that doesn't read says, "I want to, and I believe you can help me"--if you get those two prerequisites, then any reading system in the world works. Now, if we were really serious as a nation about doing something about the reading problem, I'll tell you how we could fix it up. We would legislate that reading would be illegal. If we could only make reading illegal, those goldarn kids would read when they were four. You couldn't get a kid not to read. They'd be sneaking off reading something all over the place. But as long as it's still legal and is done officially through public institutions, the probability of more and more people rejecting it will go way up, and I'd like to talk a little bit about why I think that's true, and maybe some of the things we can do about it.

First of all, all institutions have a power line through them--all human institutions I'm talking about. That's like a church, or a hospital, or a jail, or a school, or a library, or welfare--any institution that's developed for a human end in view or purpose as a characteristic, one that everybody in them knows what they're supposed to do before they start. So then it's a proposition of how we're going to deal with it.

There are three basic ways you can deal with an institution, whatever institution it is. One, you can be under control. Now, in my business, the school business, that means a kid that hears the teacher saying, "You've got to get that work in, and if you don't get it in by Friday I can't give you a grade, and you'll flunk." You see, the kids in the class don't have to have a caucus and say, "What are we going to do about this power stroke?" They just immediately and spontaneously say, "Oh no, Teach! Oh no, Christ, not Friday man!" Well, you see, if there are 40 kids in the class and 35 of them say it, you don't see the five over here that's going...[Delay gestures]. Now, those five cats over there come in on Thurs-

day and say, "Here's my paper, and I wrote this poem." Poems are big with this group, and we call them good, and we give them A's, and A+'s sometimes, or to punish them, A-'s. But they're always under control. You tell them what to do and, by god, they'll do it--to the point of absurdity. 18-year old kids, and you say, "Line up." They don't say, "Why should we line up?" They go, "OK."

Now, the vast majority of folks in institutions finally get to the point where they say, "I'm going to come early, leave late, and do as little as possible, and not volunteer for nothing; I'm going to exist in this place with as little hassle as possible and do as little as possible." We call them average, and we give them C's and D's. They don't like to flunk, because then they have to deal with momma, but they get C's and D's, and they've learned institutionally to stick their face at us and go...[gesture]. You can always tell one. You say, "John, do you know what that is?", and he goes, "What? Hmm? What" like out of a trance. You know, he was thinking about vacation, or where the girls were, or what the price of dope was. He doesn't know what the hell you're talking about. They get C's and D's, and they stand there.

Now, there's another little group that are out of control. You tell them what the rules are--they'll break them. We call those bad, and we flunk them. Now, they know they're going to flunk, so that's no threat. The counsellor will say, "You're going to get bad grades," and they'll go, "Yeah, you bet your life I am." I'll tell you what they've learned from the institution. They've learned that they aren't going to shoot them. No matter what the hell you do, no matter how absurd you get, they're not going to shoot you. So just go ahead and--you know, "Just stick it in your ear, man!" They don't care. I mean, they've already overtly spit the joint out. Now, these guys over here have covertly spit it out.

Now, there's an American proposition under those things. See, our culture is set up with power. Everything's put together with the power of the people who own whatever it is. It's a power set up, and we kind of shut it out, because we don't like to say we're under somebody's power. The dean calls me down, and I go, "Oh Jesus, what does the fool want me to do now?" I'm no different. So there are these three, kind of basic propositions that we have.

Now, we also tend to categorize these people in a different kind of way. Some crazy came out, and he said, "The way people learn is cognitively, affectively (whatever that is--the cat that wrote these didn't know what affective is), and psychomotor. And so we have cognitive, affective and psychomotor. Then we make everybody come to school, no matter what.

So here's a batch of kids, the Marys and the Billys, and they come to school, and if there was a scale here from one to 100, those kids have lots of stuff at home--you know, people keep pumping them with, "You've got to go to Harvard," and they deep doing a whole bunch of stuff to them--and on the cognitive stuff they score way up there. Now, affectively they can hardly talk themselves out of a spanking. They don't do so well. They've learned to acquiesce to adult power, and psychomotor, they're awkward as sin; but they do very well at school. We find most of our professional ranks from the Billys and Marys. People who have cognitive skills kind of let these two go, and that's all it takes to get through most institutional set-ups. The institution is really designed to deal with this.

Then we have the Ichabod out here who has the same scale, and he kind of hangs about in the middle. He gets along. He can't make the squad, so he plays for the church. The YWCA lets him play, and he can talk himself out of a spanking.

Then we've got a kid out here named Willy. He doesn't score too well, and he says, "What do I want to take those tests for?" And we say, "God, we've got a kid that can't learn!" Now, this kid happens to run a little group of kids that

make a living in a place where most of us would go into cultural shock. They sell all kinds of stuff. They can strip a car in about 10 minutes, sell the parts before daylight. They can read a parts manual. You know, the guy can read a carburetor manifold, and these guys say he can't read. Well, Willy scores down here, but he can talk himself out of jail, and has--a pretty affective skill, I'll tell you, especially if it's in Cook County (I worked a lot in Chicago)--and he can play basketball like a snake. So here's a kid with two of the skills for learning, and this cat has only one, and this kid's getting A's, and this kid's flunking out. Now, eventually the kid doesn't get around to saying, "Look, I'm no good; I'm just no damn good. Look, I'm flunking, and people don't like me." You know, the opposite happens. He says, "Look at these fools. Look at that faculty--they're the craziest bunch of creeps I ever saw in my life. Look at the new one they brought in today--what a wimp!" You know, they think they're winning when they're losing, but technically, in terms of their world, they are winning.

Now, we do a thing to them. We say, "By god, these kids are screwing up our institution; we've got to raise the power." Now, we can't go in and say, "Now, we can release these kids some, and we can kind of hang these kids in here," and all of that--no, we can't do that because that's un-American and it's unequal. We say, "We're going to take care of everybody. We're going to put a policeman at the door, we're going to put closed circuit TV in the restrooms, we're going to really raise hell with these kids." So these kids learn that they can't shoot you, so they get bigger and badder; these kids just float up here, and they get C's and D's for doing nothing--they used to have to do a little bit; and these cats float up here, and they get A's for doing the single plus instead of the double plus--no more poems, just get the work in; the teacher's so glad to see them that it's plenty of reward. So we've got a system of upgrading power.

Now, power, when it's applied to a human being, I don't care who the human being is, you will resist him no matter how subtle he is. As soon as someone tries to control your existence, you will resist him. Now, these kids are really just a little more skilled in it. Now, if we could take all of these kids, and all of these, and all of these, and all of these, and get some kind of measure--by the way, IQ's and all those kinds of measures are invalid, absolutely invalid and shouldn't be allowed, they should be discarded--but if, in fact, we could find the abilities of these kinds of students, there wouldn't be enough difference in these three groups to stick in your eye and hurt your eyesight. It's just a different sort of behavior. And quite frankly, psychologically, this behavior is almost identical to this behavior--it just takes a different form. I used to be the principal at a place called Los Altos High School in the Los Altos Hills. It had 2500 rich kids--they all had this game down [first group, cognitive]. Then I went into Farragut High School in Chicago--the cats all had this game down [third group, psychomotor]. They were almost identical schools--one of them just looked different from the other.

Now, I'm talking about what power does to an institution. We've got a public library system, and we're trying to get people to read. We've got a Right To Read system, and we're trying to get people to read. We're trying to get people to do something that they have already rejected as a viable way to deal with the institutions of our world. Now, I'll tell you one thing that won't work--standard practice. Those kids started rejecting that in about the first grade where they put them in little reading circles and put a big adult in there and go, "Alright, it's your turn, Fred." Fred goes, "Oh Jesus! Blah blah da da da da..." "Oh, you made an error! Anybody can help Fred with his error?" "I can; it's Mississippi." "You got it! Get on that, Fred." Fred goes, "Jesus, this is reading? I want

to get out of this as soon as I can." I went to a reading clinic put on by some reading specialists from San Diego. They went into a school--15 of them just descended on a school for a whole elementary part of it--kindergarten, first and second grade. They put all the kids in little groups, and they put an adult with every group. The adult would have to go to the bathroom or something, you know, and the kids would be left alone, and the kids would help each other. They'd say, "Hey man, what's this word?", and they'd help each other. The adult would come back, and then the kid would start to read again, and he'd make a mistake. The other kid would go, "I got it! I got it!" And the kid would go, "You son of a..." It was just a--the whole system was--well, if you tried to design a way not to teach a kid to read, that would be it; that would just be it, and yet, it's standard practice all over the place.

So we're trying to work with adults, and maybe we can find some things that will help. First of all, don't use children's stuff. Secondly, you're better off making your own stuff than something that's published, because most of it that's published is made for somebody to... It's like fishing lures. See, I was a pro fisherman, and we found that all the fishing lures are made for non-fishermen who do not fish. You can sell anything to a non-fisherman who thinks it looks good, and nothing to do with catching fish. A real pro fisherman won't use any of that crud. A real pro teaching reading, I think, will get into making your own stuff. First of all, you believe in it; even if it's no good, it's still better, because it has kind of the bumble bee theory. Do you know a bumble bee, aerodynamically, can't fly? It has a little, round, fat, fuzzy body with little, dinky wings that just barely go. The bumble bee doesn't know it, so he flies. That's the bumble bee theory. So even a bad solution that you believe in functions. A rational solution that ain't yours, but somebody else's, won't function, because you always say, "Well, I tried it--see, it didn't work." So you've really got to design your own stuff. The key to it, in our opinion, is that it's got to be something that the person involved in the reading believes that he's got control over, that it isn't something that you're doing to him. At the very worst, it can get to the point that you're doing it with him. But the best is where he's doing it and you're available.

We also found out that the best help is not a tutor that's really skilled. We used trained tutors, and we stuck them in there, and we said, "Go train those kids," and they'd say, "I'm a tutor, and I've been trained, man. Do these things--one, two, three," and the guys go, "Oh Jesus." But some of them would finally do it, and they'd do fairly well. But we found, and this is true of just learning, the most powerful resources of any learning environment are the people in it doing the learning. So we use cooperative methods. You find out that a person who has just learned the times tables is really a hell of a lot more good to somebody than somebody who has given the time tables for 20 years. "7 x 9 is 63; think of a rabbit climbing a tree--work on it." But you get a guy that just learned it--"7 x 9, man; 7 x 9 is 63--wow!" Really, you can't replace that. And then they burn out quick. Don't use them over. So we found that the most help is a person who is very close to the skill of the other person; we found socially that if you can find someone that they socially accept as more advanced, and get this kid to help this one... See, there's always something that someone doesn't know. If you can get a guy that's really excelling in one place and a guy that's having trouble, and you can get something that he knows that this guy doesn't know, and get him to help this guy, so you start weeding out this social structure, that pecking order thing, and get people together so they learn together and help each other instead of hurt each other--that really has made some sense to us. We've

tried not to isolate them, get them off one at a time and go, "Alright, now we're going to teach you to read." We really use the group method. They talk to each other, and it's kind of like Alcoholics Anonymous. They say, "Look, we're non-readers; we can help each other. There's more than one of us, by god, and we're going to quit resisting and start doing it," and then they just jump through it.

Those are some of the things that have helped us most, and I'll be very frank with you. We cannot get those people to go to the library. First of all, they think they're intimidated. They go in there, and they go...[gesture]. They say, "I'd like a book on...," and they say, "There's the card catalog; the card catalog is right over there--look it up." Well, there are about 50 of them in there, and you know, the cat goes, "Oh Jesus, I don't know how." They'll fumble around for awhile, and then they split. The professionals they've run into at the library have been a little cool. I'm being kind now. They go, "Jesus, I don't know if they can help me or not." So I'd say, you know, you ought to do some things to kind of warm it up a little. The cat comes in--be friendly and, you know, act like you really want to help them. If you can convince them that that's true, by god, they'll accept it. But it's a very personal thing--it has to do with getting over your professional frock, just shedding that professional thing and saying, "Look, I'm a person who cares about what other people are doing." If you can convince them that that's really what's on your head and treat them that way, by god, they'll respond. They have in our program.

It took us about three-quarters of a year to even get any clients. We didn't even think about reading--just plain making it as people. As soon as we got some people that we were making it with, then they brought in their friends, and now we're just burgeoning, and we're making it with the reading business. We have not been able to make a link with the library. Now, this particular library here, the public library downtown, I don't hink I could get one of them even close to it. I think the branch libraries have got a little better chance, where it's a little warmer, and they've got a chance of meeting a person. That personal relationship has been our whole program, and it's the only thing that's made any progress. I think you can use dirty books or anything, once you get a person to say, "I want to read."

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HOWS AND WHYS OF ESTABLISHING A LITERACY PROGRAM IN A PUBLIC LIBRARY

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The R.E.A.D. Project was an LSCA funded program for four years. It began in the San Jose Public Library and the Santa Clara County Library. Both are members of what is now the South Bay Cooperative Library System, and that has expanded to include every library in Santa Clara County except Los Gatos. Palo Alto joined the system in July, and San Benito County is now included. At the time R.E.A.D. started the system was smaller. We received approximately $75,000 for the first two years of funding, and this was to be spent on staff: one librarian, two clerks, and a driver, plus volunteer help. This was intended to staff literacy programs in two branch libraries. We were headquartered at the Hillview Branch of the San Jose Public Library, and then also gave service to the Alum Rock Library, which is part of the Santa Clara County System. We found that there was quite a contrast between the two branches because of design, because of clientele, and because of staff. I'll get into that a little bit later.

The overall purpose of the program, according to the grant description--and I certainly do empathize with Dr. Delay's comments this morning about writing or telling the government one thing and then doing something else--the original purpose of the grant, according to what it said in the description (which is one of the reasons that I took the job) was that we were going to combat illiteracy in a specific target area of San Jose. To do this, we were going to put materials in the community centers, and we were going to activate awareness of the problem--in other words, make people aware of the problems they had. We were going to try to attract them to the library, and also try to bring the library out to the community. It sounded all wonderful and idealistic.

After I was hired for the position, I was told that I was going to be teaching reading, and almost resigned right then. I thought, "Oh my god," you know; "This isn't my place; I have no training," and on and on and on. Luckily, I had some good friends who were teaching, and they assured me that there were enough students to go around, that we wouldn't lack clients. We didn't have to worry about that, and that indeed one did not have to have a degree in reading to teach it. So, with that in mind, we were trained by some superlative teachers. George Allen and Pat Benner of Metropolitan Adult Education in San Jose graciously allowed us to receive training in their reading lab which was located fortuitously on the second floor of the main library in San Jose. Metropolitan Adult Education leases space from the city of San Jose. They supply their own equipment and their own materials. They pay the salaries of the teachers. They're just using space in the building. So we had extremely good guidance to get us started, and we did train there for a number of months before we ever attempted to do anything on our own.

Luckily, I had a background in children's librarianship and knew something about children's literature, because in addition to tutoring adults we were also

to help children. So we had a very broad age group to work with. We had very broad goals and objectives, if you'll pardon the expression, and we did have numerical measures that we had to meet. If any of you have ever seen HEW requirements--this was a Right To Read program--I think you'll understand that we had certain measures that we were required to meet, in addition to many, many reports--quarterly reports, monthly reports, reports to the Council of Librarians, reports to library boards, reports to the State Library, reports to HEW.

Question from audience

Couldn't you use the same report for all of them?

Ms. Gray

Not necessarily. Some of them were aimed at specific areas. For example, HEW was interested in specific numerical objectives. The State Library has particular objectives in mind. The grant consultant from the State Library has specific things in mind. Additionally, bear in mind, and I think this is very important when one is working with a grant, because with the systems grant, and because we had a specific target area, some of the libraries felt that they were not getting very much from the federal money. The target area was East San Jose. It was a system grant, but what was Santa Clara County getting? What was Sunnyvale getting from this? What was Mountain View getting from this? We were accountable for all of them, and we had to prove in some way that we were affecting the whole system, and that in some way this could be carried on. So there are a lot of political games to play, and I could certainly empathize with Dr. Delay this morning, because I have lived with this. It's quite difficult. You wonder sometimes what the real purpose is of what you're doing. Are you supposed to be teaching? Are you supposed to be attacking illiteracy? Or are you supposed to be making small talk with library administrators? You have to balance all of these things.

Let's get on to what actually happened. After the first two months of doubt and worry about what we were doing and why we were doing it, I had to be convinced that this was the right thing to do. Should librarians be doing this? And yes, I came to the opinion that they should be, and that it was possible. It was a good experience for the first two years, because we were located in two different types of libraries. Because it was a systems grant, and because the funding was enlarged for the first two years, we were obligated to serve two libraries. One of them was the Hillview Library of San Jose Public Library, and this is in a very poor area. It's near the Reid-Hillview Airport. According to statistics, there is a large number of unemployed, a large number of undereducated people, a large number of transients, a large number of high school dropouts. Fortunately for us, we knew the branch staff so that we were able to just move in. We felt very comfortable about it. We knew that the staff would be very welcoming. They had already created a climate and environment that made their clientele very welcome and comfortable. They were well-used by their clientele. I think one of the most important points Dr. Delay made this morning was that if you can't get the people to the library, all these good intentions are meaningless.

Our main reason for being was tutoring, and we tutored anyone over the age of eight who seemed to exhibit a reading disability. Most of the people we had were referred either from teachers or from some kind of agency. Mary-Jo talked about referrals of agencies this morning, and this was vital. In the two years that we were in the San Jose and Santa Clara County Library, we found that the environment was very important. The project succeeded in the San Jose Library in that branch, because they had the space, because they had the right clientele,

because the tutoring was conducted with some degree of privacy, because there were the right vibes, and that's hard to describe--that's all I can say about it.

So the major aspect was tutoring. In addition, in those two years we operated certain programming to attract nonusers to the library. We put books in community centers which were lacking this kind of material. There were a number of community centers serving either ethnic groups or types of groups. There was one drug rehabilitation center. There was one center dealing almost exclusively with blacks, because it was in the Mayfair area. There was one that seemed to deal mostly with Mexican-Americans who usually spoke only Spanish, so we put a lot of Spanish-language materials there. We began a community referral file, emphasizing mostly agencies dealing with learning disabilities or any problems that might be associated with that--pretesting agencies, doctors who dealt in particular learning disabilities, agencies such as Easter Seals, Crippled Children's Society, Children's Health Council of Palo Alto. If a parent came in with a child and we felt that we could not cope with the child because it was a real serious problem, a real disability, then we did not attempt to do anything, because we did not have the training or the background to do this. We did not say, "We're sorry, we cannot help you." We attempted to refer that family to the proper agency. We did that if counseling was in order, often because the person had disabilities or other basic human problems. It could be the battered child syndrome; it could be something to do with divorce laws; it could be the fact that they didn't have enough to eat. These were more basic than reading, and these had to be solved first. So this referral file, and I hope our skills as facilitators, enabled these people to get to the right agencies.

We had a complete volunteer program because we were encouraging people to give their time. We're also cooperating with the San Jose State Librarianship School, and they have been cooperating with us since 1972. We'll have another student this semester. These people are graduate librarianship students, and I think we gave them an opportunity to see that outreach and other activities are involved in librarianship aside from the standard, traditional roles. I think it has been positive for them. It has also been positive for us, because we receive the assistance to make the program successful, and it gave us a very positive concept of librarianship students and those which library schools are graduating right now. I'd say that 99% of them are people we would hire. These students were assigned to be involved in some way in our project. This meant that either they tutored, they helped make learning materials, or they helped in the other programs I'm going to describe. We had other volunteers as well. For us it was very good. A lot of our volunteers were out-of-work teachers who were highly qualified. We found that although we intended to give a lot of training, it wasn't necessary for them. For the most part, they knew a lot more than we did. We also used peer tutoring, which Dr. Delay talked about--in other words, children tutoring other children, people with learning disabilities tutoring others. We found this to be very successful in some cases.

In addition to the tutoring, I felt we had to make an impact on the library specifically, and on the system in general. I had very strong feelings about the fact that we were receiving federal funding for this, and what we were doing was fine. But what was the system going to do to continue the services? I feel there have been a lot of projects, and it's been all gimme, gimme, gimme. They make all kinds of promises, but when it comes time to deliver, library systems don't always follow through. I was very concerned that once we left, something would be done. So all the time we were carrying on the R.E.A.D. project, we were conducting in-service workshops. We were training others to carry on what we were

doing, at least as far as sensitivity and dealing with people with learning and language problems. If we did nothing else, I think we did accomplish something with this. So we did workshops for our particular library staff, for the system at large, and at times with other librarians when we publicized our workshops. We also did workshops for parents on learning disabilities and preparing children for school. All the time I had been doing this I had met mothers who would bring in Johnny or Susie. Susie was six years old and had a "reading problem." Now, this may be, but there were a lot of times that mommy felt Susie had a reading problem--perhaps she was a month behind the rest of her class, or perhaps there was some other problem; perhaps she wasn't ready to read yet. I thought about this for a long time, and I conceived a program that would work with two types of children--one, the preschooler; and two, the child who may not necessarily have a learning problem but just hasn't thought about going to the library, or hasn't learned to read properly, or doesn't want to read.

The first program we called Reading Readiness. It was started as a pilot program while R.E.A.D. was still ongoing. Because it caught on, and because the administration in the system thought it was successful, it was continued afterwards, and it is still ongoing--our latest session started yesterday. This program is aimed at serving children, ages three to five, and their parents. It requires, or at least suggests, that the parents be involved in some way, at least by observing. We have regular lesson plans, and goals and objectives set up. We instituted a new collection of learning materials for preschoolers, and games and toys, some of which may be checked out. This has been ongoing now for almost three years, and I hope it will continue forever.

The other program we decided to call Read Runners, and this is aimed at the child, aged seven to twelve, who may or may not have a reading problem, but at least doesn't like to read. We meet every Monday, and most of the kids in this group right now are reluctant readers, and most of them are fairly young. The whole idea is to plan ideas which will turn them on to reading. At our last meeting we discussed *Star Wars*, and this led to book talks on science fiction books. It led to a discussion of our concept of what might be out there. It led to their drawing their favorite scenes from *Star Wars* and some science fiction things they had seen in "Star Trek." It led to them verbalizing, which is very important for reading and for expanding vocabularies. Next week we're going to do junk sculpture. We've done plays. We've done slide and tape presentations. When I was at Alum Rock, I called the group the Box Car Children--they selected the name--and we did a newsletter, and they wrote all the material; I just typed and edited it. The whole idea is to prove to them that there is a reason for reading. It may be just to learn how to do a particular task, or it may be just because it's really enjoyable. This program will also be continued.

In addition to that, we did one-shot programs. We tried to think of things which would attract nonusers to the library, and there were a whole series of these, from "The Great Overall Cover-up," which was a program about how to decorate overalls, based on a book by a friend of mine, to a multimedia program on Mexican culture. We had a guest speaker who showed slides of Mexico and used music. It was very fast paced and very exciting. We have tried to attract other ethnic groups, and we certainly have, because right now we're tutoring Vietnamese, Cambodians, Laotians, Chinese, Japanese, Germans, Russians, Portuguese, Samoans, and Native Americans who have reading problems.

The tutoring program is continuing, and when I leave, I'll leave with the knowledge that the system is going to continue the services we began. The tutoring continues on a full scale at Mountain View. In addition, we have trained and set up labs in other libraries in our system. Those especially successful right

now are the reading labs in the Gilroy Library and in the Santa Clara City Library; and I heard just today that Sunnyvale and Milpitas are starting theirs. So there are literacy programs, either started or going to start, in all of those libraries. We gave training sessions to the staff of those libraries. We set up with systems money approximately $2000 reading labs, and it's interesting to see what is being done in the four libraries, because they're all doing their own thing.

In the Gilroy Library the program has been running the longest. How long would you say? [Response from audience] Since the last time I gave a workshop--I don't remember how long that is, but quite awhile. As a matter of fact, we could hardly control the branch librarian there. I think they were ready to go right after the workshop. They were just ready to start, and they did. What they are doing in their very beautiful, spacious library is to provide space, equipment and material, at this point, to outside agencies, whether they be adult education or whatever; publicize the fact that they have this space and that they will let tutoring sessions go on in their library.

In the Santa Clara City Library the tutoring program is operated at their Mission Library, and their lab is bigger than the one we have at Mountain View, which I thought was extremely spacious and beautiful until I saw theirs. What they're doing is limiting their expectations right now. The library has limited hours of operation, and the people running it are only part-time librarians, and the city librarian has allotted a certain number of hours for this program. So they have limited their student load right now to 20, and they are limiting their clientele to adults.

Question

In your Read Runners Club did you set any kind of standard for level of book, or did you just try to advise them on not choosing anything too simple or too difficult?

Ms. Gray

No, what we tried to do was just get them to read. Here I would have to state, although no one suggested it, that if anyone brought in a comic book I would say fine.

Comment from audience [cannot be heard]

Ms. Gray

OK, I get your point, and I agree with that. What I try to do, if I know the person's reading level is above that, I'll say, "This was kind of easy, wasn't it? Are you interested in this subject? Is that why you selected it? Is that the kind of story you like?"--and I try to get them up a level. Also, it's been very useful to me, because I have them read to me. If I see any indications of a reading problem, I will suggest tutoring to them.

Question

How effective has your program been in reaching minority groups, and has it used special materials in it--especially, I know you talked about Spanish speaking; does it include black people as well?

Ms. Gray

We had a number of black people in the San Jose program. Blacks form a fairly large proportion of the population of East San Jose. We have some in our program

right now. Most of our foreign language people are Vietnamese, Cambodian, Thai, Samoan, Filipino, Chinese, Japanese, Russian, Iranian--you name it, we have it. And we do have materials specifically for them. Some of them are on display here, plus one machine we have found very useful, the Bell & Howell Language Master. We discovered that not only were we teaching reading, but we were teaching the English language.

Question [cannot be heard]

Ms. Gray

We had at one time as many as 17 volunteers.

Question

How was it and who was it that decided that East San Jose was the area you were going to concentrate on?

Ms. Gray

When the LSCA funds were granted, they were granted for that target area. At that time the reading scores for San Jose were studied. A literacy project was needed, and it was felt that the greatest need was in the East San Jose area. The Alum Rock School District has about the lowest reading scores in the state--at least it did at that time. There was a need for it--it was a Model Cities area, and the people were crying for service.

Question

Were they approached?

Ms. Gray

Yes, there was an advisory board from the community in the original planning of the grant. That was before I was hired. I was hired after the money was granted and this was all to be started, except that I thought this was to be an outreach program as opposed to a tutoring program.

Question

You said you finally got some adults, but the program was originally planned to attract mainly students?

Ms. Gray

Well, students of all ages. It was planned to serve the entire population, but we found in that area that we were attracting, or the referrals we were getting, were basically kids in school because the reading teachers and the classroom teachers couldn't cope--there were just so many kids with problems. In case you didn't know it, at that time, and I believe it's still true, only 2% of the school population can legally be classified as educationally handicapped. It doesn't matter that 20% of them have problems. According to state law, that's all. So it was obvious that more than 2% of them had problems.

Question

You said you had referrals from the schools. What kind of cooperation, other than that, have you had from the schools?

Ms. Gray

We try to contact the child's reading teacher. We really maintain very close ties with the schools. We ask to see the materials used in the classroom, and usually we try to get as far away from the classroom material as possible. As much as we could, we tried to keep in close contact with the child's parents or guardians, and with whatever other agency was involved. I made friends with the reading consultant for the Alum Rock District, and that helped a lot.

OK, let's get into the practical aspect of what you can do. Mary-Jo discussed the overall impact of illiteracy this morning. She talked about generally assessing your community, but let's get a little more specific about it.

If you are interested in doing something, first of all find out what needs to be done. That's pretty basic. Contact your adult education department, if there is one in your community, and I assume there is. What classes are being offered for remedial reading? For basic education? For English as a second language? What kind of enrollment do they have? Are they able to keep these classes going? Do they have a waiting list? Can they use help? What other services for the adult illiterate or the person with reading problems or language difficulties are offered? Are there volunteer agencies conducting any programs? What sources for volunteers are there? If you decide to do a program, where are you going to get the people to help you? Is there a Voluntary Action center or its equivalent in your area? I believe there should be, because they're nationwide. Is there a Laubach Literacy agency in your area, or can you get information from them? The address for both Laubach and the Literacy Volunteers of America is in your packet. [Laubach Literacy, Inc., Box 131, Syracuse, NY 13210; Literacy Volunteers of America, Inc., 3001 James St., Syracuse, NY 13206] I was lucky enough to hear some of the speakers from these agencies in Detroit in June when I spoke at ALA, and I discovered that a lot of libraries are doing this, but they can't provide the people--sometimes they can't even supply the materials. They may be able to provide space in their library, and then the Laubach or the Literacy Volunteer people come in and actually do the program with trained volunteers to do it.

So you may be able to provide space, as Gilroy is doing at the moment. It should be on an ongoing basis. You should be able to provide enough hours to make it worthwhile. If you have a community room that's tied up with the garden club, or the railroad club, or whatever, most hours every day, then don't try to fit in tutoring one or two hours a day. That's not a very good service. If you have space to allow an adult education class, this can be very meaningful. Right now that's what Mountain View is doing. In addition to evening tutoring, we offer for children or adults who can't get there in the evening a daytime class. In addition to that, our adult education department in Mountain View/Los Altos pays the salary for a teacher of adult education classes in our reading lab. We supply the space, the materials, the equipment--we're using them during the day for our own tutoring--in the evening twice a week the lab is used for adult ed. You may be able to provide that if you have some kind of a meeting room.

If you don't have that kind of space, do you have enough space to provide a secluded area for tutoring? Dr. Delay talked about group tutoring, and this can be done, but the group should be isolated so that adults aren't being embarrassed by having other people look at them while they're learning reading. Do it in a group situation, but don't have the rest of your clientele watching them. It should be secluded, it should offer some privacy, it should be comfortable, and it should be pleasant. There should also be some area where you can store the materials and equipment you're going to use. When you get into reading machinery and equipment, you should be able to lock it up, because you don't want to have to replace these things.

OK, if you decide this is the way you want to go, that you just want to provide the space, that's fine. Get in touch with your adult education department or whatever agency you're going to work with, and get all of these things down in writing as to who is going to provide what, even down to who's going to provide chairs, tables, paper, pencils--libraries never have enough pencils. Who's going to do that? Get that all down. Who's going to pay the staff? Is Adult Education going to hire the teachers? Who's going to provide volunteers? Even in a formal classroom situation in an adult education class, the most successful ones are those that have volunteer tutors as well, so that people are getting as much individualized instruction as possible.

If you're going to have your own program and actually offer tutoring, that's great, but you must be willing to make a commitment, and willing to accept the fact there will be some failure. I can remember a woman from New York saying she was very upset because her administrator had given her six months to have a successful program. It had failed, and he would never let her do it again. Well, that's not very realistic on the part of the administrator. You have to organize; you have to plan; if necessary, you may have to get some kind of training. Just getting your collection together--you know how long it takes to order materials and actually receive them. By the time you publicize the program, actually recruit tutors and students, you need at least a year or more. A year would be the minimum, I would say, to get it going. Then you have to have enough sessions to be able to evaluate what you have done. So give it at least a year at the very minimum, and at least two years, I would say, to be realistic. Are you willing, or is your administrator willing, to make this commitment? Do you have the backing of your library board? You may have to convince them, as I have had to do in the past, that it is the library's place to do this, and good luck. What about your city council, your city manager or your mayor? What about the school board? Perhaps the teachers? Are you willing to do all of these things? Can you present a convincing case that there is a definite need in your area? Do you know what the reading scores are for your district? Do you know how to find those? How do they compare with other districts in the area and other districts in the state? What is the economic level of your clientele? How many people have dropped out of high school? How many have achieved grade 12 or higher? How many are college graduates? What is the junior college program like in your area? Do they have remedial programs? Do they have reading programs? Be sure you know your community and its needs before you decide to do anything at all. Then decide what you can do realistically before you ever get started.

Convince your staff, if you decide to go ahead with this. Do you have the overall backing of your staff? They are going to reflect in their attitude to your clientele what they really feel, whether it be overtly, or in body language, or in the directional finger to the catalog. Do they understand that you may be attracting people to the library who have never been in a library before? Do they understand that the people coming in have had to admit in some way, whether vocally or just to themselves, that they have a problem? It is a big step for someone coming into a building, when they have been turned off all their lives by institutions, and say, "I need help, I have a problem." Do the people on your staff have that kind of sensitivity?

I would have to disagree with Mary-Jo on how I would treat people with problems. I would say that many of them do not have listening problems, that some of the best listeners I've ever met are non-readers, that they are compensating for one problem by developing other skills, that many people who have reading problems can listen to a story and remember every detail that perhaps a visual learner

might not remember, that many of these people are highly skilled in other areas, whether it be this student, whose folder I have here, who was highly creative with her hands and could do anything to do with crafts or sewing; highly creative, so they may have other skills.

You may also meet for the first time people who are new to the country and might be highly educated themselves. If you've met any Vietnamese in your library, they probably have more degrees than you do; they probably speak more languages than you do; they probably have, maybe not higher paying jobs, but more highly professional jobs than you have; and they are to be treated with respect, and kindness, and courtesy, and understanding. Many of the students that we've tutored have overcome some of the most traumatic experiences imaginable--leaving parts of their family in Vietnam or whatever country they left, in one case of watching their children shot to death as they left. Don't look down on them. Don't talk to them slowly and carefully as though they're retarded--they're not. So, in order to deal with new Americans or illiterates, don't go overboard, don't be patronizing, because you can turn them off in that way too, and I think that's very important to understand. Do you know anything about Vietnamese people? Do you know that it's an insult to touch them on the arm or the shoulder if you don't know them? This was something that I had to learn, and it was very embarrassing. When working with people from other countries, have them help you learn their language. Tell them that you bet that they have a lot to teach you. Pretend that you're the sociologist who has gone out to the village to learn about it. In one case, one Vietnamese family helped me with my French. That was the only way we could communicate. I didn't speak Vietnamese, they didn't speak English. I barely spoke French, but I knew a lot about food and shopping and consumerism, so that's the way we started our friendship.

If possible, especially in teaching English, do it on a family basis. Have the whole family take part. Don't do that with reading, unless the people are all at the same reading level. You'll also discover, if you tutor a brother and sister or two brothers at the same time, that you're going to encounter sibling rivalry as well as other problems, so avoid that.

OK, you've decided that you're going to do this. We'll talk about the literacy part of it first, as far as tutoring. Decide whether your staff is actually going to do the tutoring, and I doubt that they will, because I don't know of any libraries in this area with enough staff to be able to do this. But at least have one person on your staff who is responsible for coordinating the activities, so that you know what's going on, and so that you'll know that the volunteers are showing up for the sessions and that the students arrive, and so that it can be evaluated, because you must assess it, and you must be able to justify it. You may decide, after a year or two, that it does not justify its existence, so keep records, whether you're doing the tutoring or not.

Keep a folder for every student. I have a couple here. If you decide to do some kind of testing--and here we have Dr. Delay's RAT and MAT and Spache and all of those--I don't feel you should get into heavy testing, but you should have some kind of a survey test, and RAT is really good--I have examples which you can look at in a little while--so that you get some general idea of what the person's reading level is, and quite often you can get an idea of what their problem is, whether they're weak in phonics, or sight reading, or whatever it is, whether they don't have the basics of the common sight words--in your folder you have one of the common sight word lists. This is the Kucera-Francis List [Appendix C]. They're all fairly similar. There are some very good lists in the Lillie Pope book [see Appendix D]. Not only can you use this to have the people

read to give you some indication of their level, but you can use it in making some of the learning materials you'll see later.

So keep a record of each person's tutoring sessions. First of all, in the initial interview with the student, whether you do it or someone else does it, find out what that person's goal is. Do they want to pass the GED test, or the High School Equivalency? Do they want to become a citizen? Do they want to get a better job? Do they want to pass a certain test? Do they want to pass the driver's test, rather than admit that they have a problem and take the oral test, which I would imagine would be very embarrassing. What is their overall goal? Do they have immediate needs which must be met first? If it's a person that's new to the country, do they understand how to go about the everyday task of living? Do they know how to go to a grocery store and buy things? Do they understand prices? Do they understand how to weigh things? Find this out, because those are the things you can work on, and those are the things that you're going to tackle in each session.

Plan each session. The tutor should plan each session so that there is some objective for it--what are we going to cover today? What are we going to use to cover that? And at the end, did we succeed? What was the overall impression you got of the student? Was he happy? Did he feel that he succeeded? Plan some activity for each session in which that student will achieve some degree of success. If he returns each time and finds that it's mostly negative, you won't keep him very long. So there should be some built in degree of success, whether it's a particular game he really likes, whether it's something he can do. I found that many of the people I had with reading problems were much better at certain games than I was. I was just a complete klutz. If it's a word game I'm fine, but if it's manipulative I'm not very good. So it was quite easy, and without cheating they were able to achieve some success there, and that was no problem. Or, do they prefer to watch a filmstrip, or listen to a record, or have me read from a book they really were interested in? We always left some time at the end of the session so that they could either do something that they selected or work on some particular need. So plan the sessions ahead, and evaluate them.

Plan to evaluate and assess what has happened over some period of time, whether it's every three months or every six months or whatever. Go back and retest, if you're using tests, or at least do some kind of summary. We actually did a case study of each student we tutored, and because we had many records and many reports to write--to the Council of Librarians, to the State Library, to HEW, to this one, to that one--we kept very good records; and we were able, on a regular basis, to do case studies of our students and to show whether or not they had achieved success and had improved or failed. You should be able to do that.

Be sure that you schedule students for a certain time. Be flexible enough to make changes if their work schedules or whatever needs they have change. For the most part, have consistency in your scheduling of students and of the tutors. In other words, don't keep switching tutors on them, unless the first tutor has not been matched up correctly--there might be a personality problem or something. But if it is successful, don't take a chance. Keep that same session with continuity.

As far as materials are concerned, I think those are discussed in enough detail in the manual and in other books we have recommended for you to read, and enough of them are here so that you can get an idea of what is being discussed. I would recommend, if you're going to have an actual tutoring program, that you have a lab set up, and that you use, if you can, some machines, because they are effective in some ways. For example, the controlled reader is very good for

people who need to increase their speed, who have problems with directionality and eye movement, who need to work on comprehension. There are many different things you can tackle with the same machine. I would recommend that one. I would recommend an inexpensive tachistoscope because it works on several different things--visual acuity, memory, vocabulary, spelling. Try to select things which are going to work in different ways. I recommend the Language Master. That is very good for people who have difficulty or don't have any background in phonics. It's highly effective for people learning the language, because it allows the person to listen to the correct way to say a sound, a word, a phrase or a sentence, and allows them to repeat all of this into the machine to hear themselves. That's important, because sometimes in a tutoring session the person will be making the same mistake over and over, thinking that they have corrected it. If they can hear it, it's much more effective. In some cases, if they can see themselves in a mirror making the sound at the same time, they then can see what's wrong. So those are the basic things I would recommend, plus a tape recorder, certainly: a tape recorder, a tachistoscope, a controlled reader, and a Language Master. Those would be the basic machines, and then a variety of games, puzzles, easy-to-read materials, and there are recommendations for those.

As far as your background reading, be sure to read Lillie Pope's book. That's on the basic list [Appendix D] you were given today. It is, as far as I'm concerned, and in the opinion of those who have been trained by R.E.A.D., the most succinct, easy-to-read, reasonable presentation of how to tutor. There are others we recommend, but that would be the basic tool I would give you.

Become familiar with the agencies in your area assisting the reading, the learning, and the language disabled, because in addition to the tutoring, or in place of the tutoring, as an alternative, at least offer programs in your area. Offer programs for parents on learning disability. Offer programs on what the curriculum is in your district. Do you know what reading systems are used? Do most teachers stick with the state Harper & Row system, and that's why the kids can't read? Are you turned on by Janet and Mark and Spot? Most systems or districts use that. Do you know what the ITA system is? Do you know what open court is? Do you know what the words-in-color system is? Do you know what SRA is? There is a myriad of systems. Have a workshop for parents where they get to see these materials and learn what they're all about, and get a chance to compare them, and ask their school administrators--"Why are you using this terrible thing? Why don't you use Scott Forsman, or Macmillan?", or whatever they think is better.

If you can, offer a parents' collection. Offer a pamphlet collection. We are presently engaged in starting an adult learning center in our library, and this is something you might do. Gather the materials together in one area which would be suitable for adult learning. This can include materials on citizenship, consumer education, how-to-do-it material; and it can range in levels from very basic on up to levels of those people who are planning to try to pass the GED test. Call it something pleasant, like Adult Learning or Enrichment Collection. Make it inviting. Make it apparent that it's for everyone to use. Let your adult education teachers know that it's available; publicize it. You should have a community referral file in your library, one which is up to date. If you don't have the staff to maintain this, this would be a good activity for a volunteer or group of volunteers. If you feel that you don't want to use volunteers for tutoring, or you don't want to get involved in tutoring, a very good activity for good volunteers would be the community file.

Plan special programs aimed at attracting non-users to the library, or get out into the community and put programs in community centers, in parks. Go to

social clubs. You're going to have to be very pushy. You're going to have to be very firm. You're going to have to convince organizations that the library is important and that literacy is important, and that in order to succeed, you're going to have to come to them. My idea of a good literacy program would be one using a mobile of some kind and taking tutoring out into the community, rather than having people come to the library. I certainly agree with Dr. Delay: I cannot imagine anyone coming to this building for tutoring. I have nothing against the building--it's a standard, traditional library. It's very imposing, and it has a marvelous collection; but someone who has been turned off by institutions and by buildings like this would never come in here for tutoring. So get out there. At least bring the tutoring and the services to your branches. Use your bookmobile if you have one, at least to take the message. If you have a community referral file, is there one in your bookmobile as well? Do you use the bookmobile to publicize what's happening in the community?

If you have the staff or volunteers, make some of your own materials. You can develop games to fit people's needs, whether it's the driving education game there, which is aimed at helping people get through that horrible Vehicle Code. We, of course, were working with children as well, so a lot of our games are child oriented. We have a Snoopy game, but don't tell Charles Schulz because he wouldn't approve. We have a space game, a jungle game. Go to your local toy store and look at the party favors. You can develop a game around that. We have vocabulary puzzles. We have all kinds of things we've developed, because we were committed to the idea that we wanted our tutoring to be as personalized as possible. Our students felt very special when they had a game or some learning material developed just for them. There are excellent games and learning materials on the market. Go to an educational supply house and look around. See what you can copy. Some of those materials are expensive. For a dollar or two you could do the same thing.

Those are the general things I have to say about setting up a program. I think there are many alternatives one can take. Many courses can be followed for the full scale literacy program, from the actual tutoring done by you or your staff or volunteers with someone on your staff coordinating, to offering library space, perhaps even materials and supplies if you can raise the money, to offering programs, to providing sensitivity workshops for your staff, to have special collections, to having a community referral file there--there are many things that you can do. At least be involved; if you can't be involved, be aware. Look around you. Look at your staff. Look around at your staff and their behavior. Are they turning off would-be users by their attitudes? That's even more basic than the program itself.

Question

You mentioned going into a grocery store and teaching in that manner. Did you, in effect, take the students into the situation itself to teach them? For instance, did you go to the grocery store, or did some of your tutors go to the grocery store with them, or was the whole scene right there...

Ms. Gray

Most of the tutoring took place in the library, but we tried to create the atmosphere we needed. For example, the grocery store thing--with our Vietnamese students we cut out pictures from magazines of various products; we cut out newspaper ads for national grocery stores and went over them. We made a game out of it. I would give the French for a food, and they would try to name it in English;

sometimes they'd give it to me in Vietnamese, and we'd have all three. We talked about prices. We used other commercial materials on consumer education. It would have been ideal, yes, to actually take a field trip, but even with federal funding, when we had that, we couldn't do that. We did do one thing--it was one of the negative aspects of the program, I think: Too much money was spent on a van. $5000 was spent on a van which we used very little, and which has become the white elephant of the system. It's still floating around. We did take some of our younger students out of the area to places of interest. Many of them, we felt, didn't have reading problems, they just had limited vocabularies. They had never seen these words before. Their experience was limited. Many of them came from Spanish speaking homes, and they just didn't know the English word for something. They had never been to museums. Some of them had never been to the local children's park. We went to the Oakland Museum, we went to San Francisco, we went to parks, we went to museums in San Jose. We couldn't do this a great deal, but we did it a number of times.

Question

What kinds of things did you do in the preschool reading readiness, 13-week program?

Ms. Gray

We had a lot of fun. What I did--and the program has taken on a new emphasis since Karen took it over because she's a different person--I tend not to be curriculum oriented and tend to be people oriented, I think; and I try to create a dialog with the kids. We spent an awful lot of time just talking. In order for people to learn to read properly, they have to be able to verbalize, and we made up stories. What I did was to have some overall concept I wanted to get across each week--for example, shape, size, color, spatial relationships, letters, letter sounds, numbers--I would try to plan several activities around that concept. As an example, letters--Mary and I, during one session had the kids make their bodies into shapes of letters. We talked about sounds. I had a puppet, Word Bird, who would pick cards out of a box, and the children would have to give me the name of the letter, and they would have to give me the sound. They would look on their name tags--I made a different name tag for them each week with a different shape or something appropriate for the season, whether it be a pumpkin or whatever. Karen has made felt ones with their names on them which are permanent, and she has color coded them, and she has learning centers now, and the children are divided into groups, and parents help them sign up at learning tables. So she's organized them differently.

We used puppetry a lot. I found, not only in reading readiness, but in tutoring children, that many of the children would not articulate their feelings or even be willing to read orally unless they did it as a puppet. It took me a long time to discover this. Actually, Dorothy Muktarian suggested it the first time to me with the one child, Chris, who, when he spoke in his normal voice, sounded perfectly ordinary, but as soon as a book was put in front of him, he became gutteral and strange. I knew that that child did not basically have a reading problem. I knew he was very bright. We had done all kinds of testing; he had the ability--he just would not read orally. So we used puppets, and now Chris is doing well in school, and he has finally adjusted so that he doesn't have to use a prop, because it would not be too practical to take puppets with him wherever he went.

We used a lot of dance. It was interesting to me in our preschool story hours to find that many children are very inhibited and think I am really freaky

when I turn on rock music and dance with them. It takes awhile for them to become uninhibited. We played Follow the Leader, we played Simon Says, we sang a lot. Sometimes I would bring in musicians. We do a lot of circle games--just all kinds of things. Sometimes we used VTR, and they were able to see themselves. Sometimes we used tape recorders so they could hear themselves. Sometimes we made up stories. We did a lot of art work--lots of fun. I tried to get each one of them involved in something during each session so that they had a turn.

One of my favorite activities was to use a shopping bag and put all kinds of tactile things in there, and they would have to reach in and close their eyes and describe the texture. It might be a starfish, or a rock, or a balloon, or something really icky and oozy. They would have to describe it--"What does that feel like to you? Is it rough? Is it smooth? What is it? Can you guess? Is it large? Is it small? What do you think it's used for?"--so that they'd have to verbalize all of these things.

It was very exciting, and as soon as I meet my other writing commitments, I am going to write a manual on setting up reading readiness programs. That, I think, is probably my main interest.

Comment from audience

I have a comment, and I'm particularly sensitive on the issue, but I'm not picking on you. I'm a librarian, and I work in the Main Library, and I think it's terribly wrong of us to perpetuate the general impression that the Main Library is a place where people never come and, as Dr. Delay said, Main librarians are not cold people. To continue this stereotype, we're defeating whatever efforts we're making. The Main Library does not house cold librarians--we're not cold people--and main library buildings are places where people will come if you make it conducive to...

Ms. Gray

OK, I think you stated it right there at the end--make it conducive. I agree with you, and some of the best librarians I know work at the Main Library in San Jose, and some of them work here. But I think there is a problem with the image.

Comment

It does exist, but why should we perpetuate it.

Comment

Architecturally, this building would turn anybody off. You walk in that door out there, and it's...

Comment

But why should we perpetuate that idea among ourselves.

Comment

Well, I think if you just look--it's so obvious.

Comment

But it's not the building that you're coming to. You want what's in it, the information that's available to you. If we can convince people that that facade out there is just a facade and that what they need is on the inside and that the people on the inside are willing to help them, we would have accomplished a great deal.

Ms. Gray

Well, I think you should do that then.

Question

On your tours, when you took the children to different places, did you ever take them to the Main Library?

Ms. Gray

Oh yes. I have to tell you that the image that the people have of the Main Library in San Jose, although it is newer and very modern, is the same image that some people would have here. I'm sorry if that's a misconception, but that's the concept held by people who are undereducated and have been pushed around by society. A number of people told me, when we tutored them in East San Jose, that they were coming to us because they weren't scared of us. They knew indeed that there was an adult education class at the Main Library, but they preferred coming to a place in their own community where they felt comfortable. That building was too big, and when they came in there they were lost. As a librarian, I feel lost when I go in San Jose Main Library, especially lately, because they keep changing things around. You know, whether it's true or not, this is the image they have, and I know there's a marvelous collection. I know that's true of San Jose too, but the general public doesn't seem to know that.

Comment

I just want to say one thing. I was born and raised in this area. I came from Tiburon, and when I could come to San Francisco my grandfather would bring me to this library, and I can't tell you what a thrill it was to look at those big steps and to walk up and down them. Then I read *Andy and the Lion*, and when I went to New York and saw those two big lions in front of the New York Public Library, that was pretty special to me. I was from a very small town, and they didn't have a library in Tiburon at that time, so I think some of it can be the feeling that you get. To me it was absolute heaven to be allowed in this library with all the books, and down to the Emporium in the book section, to be allowed to look at books and to touch them, and I came from a very small town, so I think some of the feeling you get can be a good thing.

Ms. Gray

Yes, but if people aren't book oriented and don't get the pleasure from touching books because they don't have any or because they're not comfortable with them, what would be their source of pleasure in here? There is something very intimidating and very frightening about big buildings which smack of institutionalism. I think that's very important. Your main job, before you do anything else, is to convince people there is a service, and it may be necessary for you to take it out to them.

Another concrete example I can give you--I hate to keep picking on San Jose this way, but I did work there several different times. How would you feel if you came to San Jose Public Library and found that there were parking meters there and you had to put money in them? On the other hand, one could go to a branch and park for free. That's just one example. You know, it's as though the city fathers had said, "We're going to build this huge, expensive building, and then we're going to make it as difficult as possible for people to use it, and make it as unpleasant as possible. We're also going to put uniformed security guards at the door to make it look like a real institution."

Question

In evaluating the tutorial program, were you able to use a standard questionnaire or anything, or did you evaluate each student on the basis of what his goals were?

Ms. Gray

We used various things. We used the general evaluation as to whether the student had achieved his goals; but more specifically, when the student first came for tutoring, he was tested, and we used two tests, the RAT test and the Spache reading test which is much more detailed; and then at periodic intervals we retested with those so that we were able to document the scores. We could also document the types of materials the student was reading. He had completed so many books, and we recorded them--whatever. There were a number of ways. It was a discursive, wordy evaluation, quite long, and quite inconvenient to some of the tutors, but it was something that I did demand of them. I felt that it was very important. It was important to show whether we were succeeding or failing, and because when you're involved in a federal program there's a heck of a lot of paperwork. This is just part of the game.

Question

I'd like to know a little something about the problems that you met in attracting and screening and educating volunteers who actually tutored.

Ms. Gray

We were lucky, I think. We were offering a unique service. We were attracting highly motivated volunteers who were motivated either because they were truly service-minded or they were getting class credit for it, which is fine. They had to make a commitment for at least a semester, or they didn't get a grade. If you're working on your master's in librarianship you're not going to jeopardize that with the job situation the way it is. I wrote job recommendations for them, and a number of them got jobs. I mean there are all kinds of things coming into play here.

The least successful tutors we had were bored housewives; be very careful of them. I'm sorry to make a statement like that, but if little Johnny's soccer practice came up, that came first, or this or that. That happened a few times, and we just had to sit down with them and say, "We really appreciate your wanting to help us, but it's a long-term commitment. It's not fair to the student to do this. We can't ask the student to change. We are expecting the students to come on a regular basis, and you are setting a poor example by not arriving." That was one of the few negative things.

In Mountain View we have had highly successful experiences with our volunteers--so much so, that some of them who signed up originally for class credit at San Jose State have since then graduated, and some of them are now working in librarianship or some other field, but have also continued to do service for us. The people we got from the Voluntary Action Center had already been screened. They knew what our needs were, and they found the right people. People from RSVP were highly capable. Because of the employment situation, we attracted a number of out-of-work teachers or retired teachers, and they have worked out very well. At times we used peer volunteers--that is, children when that was deemed appropriate. It depends on the situation. I know this sounds like fantasy land, because first of all we had this many; and then we never had to look for students to come to us, another fantasy; and then we always had enough volunteers. That's the truth.

Question

How much time did you spend training each volunteer who came into the program?

Ms. Gray

We spent more time initially, because we weren't sure, so we spent more time worrying about the right thing to do and really screening each volunteer and just fretting over it. Then we discovered that these people, for the most part, knew as much as we did. As Dr. Delay pointed out, and this is probably the most important point, once the person decides to learn to read, unless there is some physical reason, some real handicap, they're going to learn to read. As long as you have someone who has the human understanding, the compassion, the empathy to be able to listen to problems, because you have to do that too, and there may be times with students when you won't get down to business for quite awhile--you may have to get down to other problems first. I'm not suggesting that you be a social worker or give advice, but you should at least be able to listen.

Question

Besides having connections with the Library School at San Jose State, did you also work with the Department of Education who would be training prospective teachers? Did you have any help from them?

Ms. Gray

We thought about it, but we never did. This is going to sound strange to you, but I think the reason that we had so many students, and that there are so many people with reading problems is that a lot of teachers are really poor, and that those students straight out of whatever education department, are filled with jargon and all this garbage, and I don't think they would have been that successful.

If there aren't any more questions, you might take a few moments to look over these materials, to look at the games and materials we made; and if you want to come up and ask me any more questions, you may.

Let me just announce that the price of this, at the moment, is $2. These are almost sold out. They're available from Santa Clara City Library on Homestead Road. I hope, if I get my act together, within the next month the new edition will be completed, and I believe that's going to sell for $3, but it's going to have more material in it. I'm going to address myself to the needs of the adult learning center. There will be suggested titles. We're going to talk about dealing with the foreign language student, because we seem to be encountering that more and more, and you probably will too. In some editions there will be a discussion of what's happening in our system. So, if you need information about it, you can contact Santa Clara City Library

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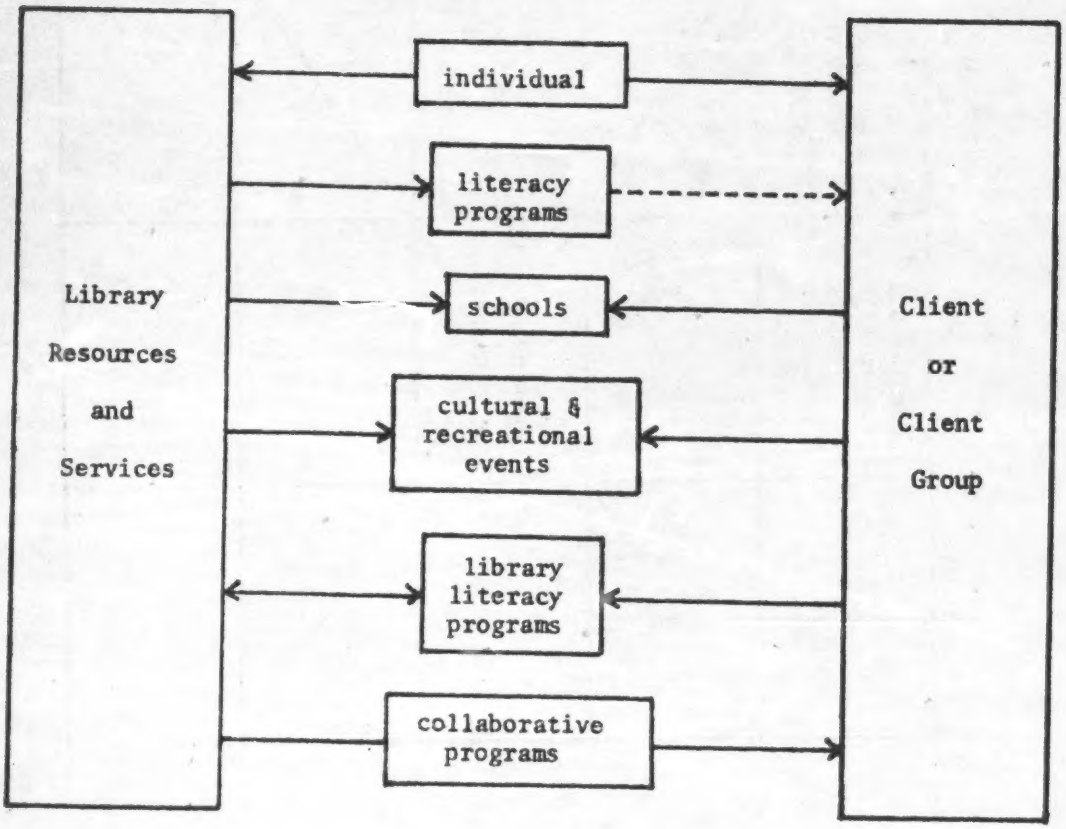
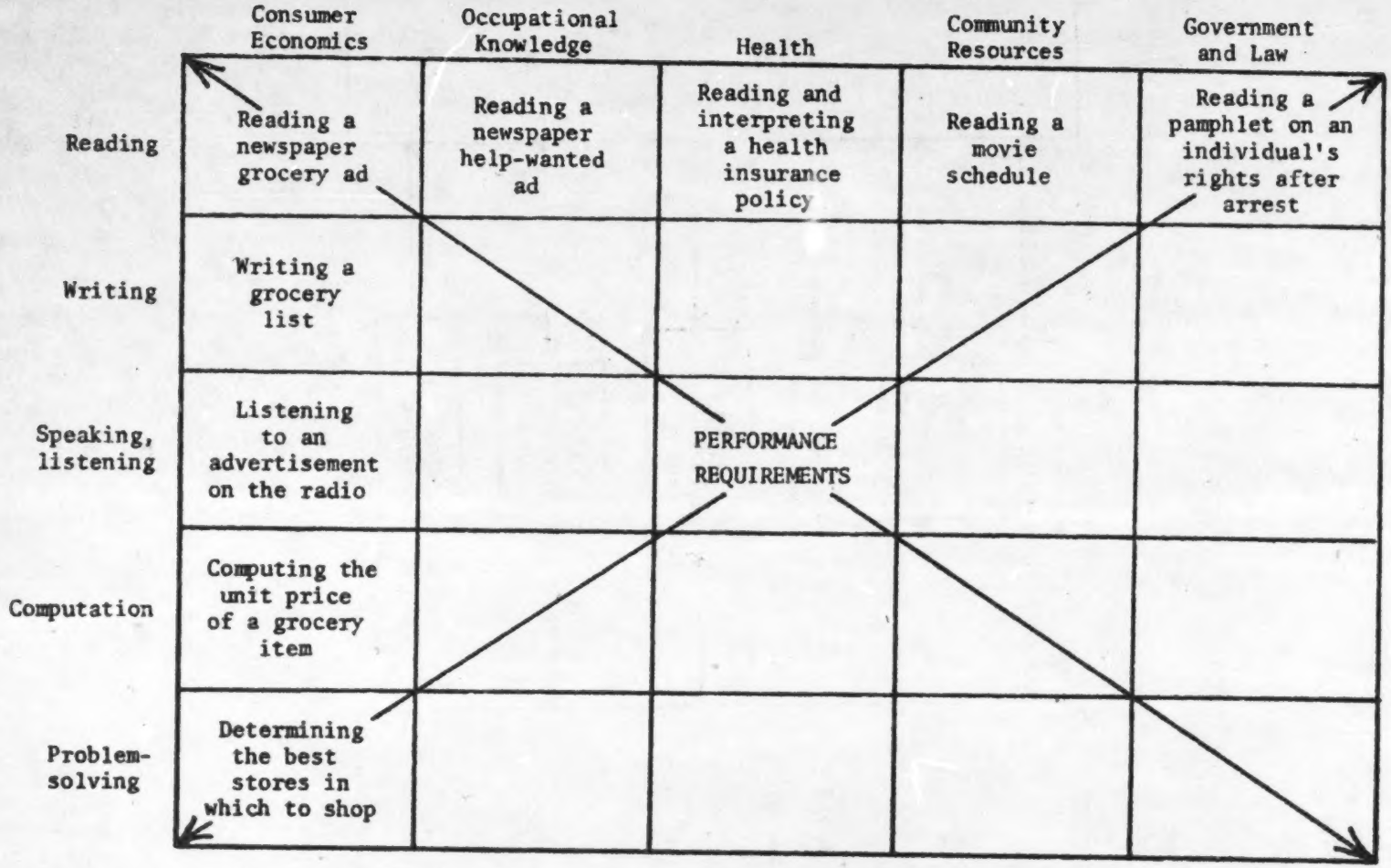
APPENDIX A


Library Resources and Services
individual
literacy programs
schools
cultural & recreational events
library literacy programs
collaborative programs
Client or Client Group


Consumer Economics
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Health
Community Resources
Government and Law
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Writing
Speaking, listening
Computation
Problem-solving
Reading a newspaper grocery ad
Reading a newspaper help-wanted ad
Reading and interpreting a health insurance policy
Reading a movie schedule
Reading a pamphlet on an individual's rights after arrest
Writing a grocery list
Listening to an advertisement on the radio
PERFORMANCE REQUIREMENTS
Computing the unit price of a grocery item
Determining the best stores in which to shop

APPENDIX C

KUCERA-FRANCIS LIST

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APPENDIX D

LIBRARIES & LITERACY: a very selective bibliography

"Few remember that to learn to read and write
is one of the great victories in life."
--Bryher, *The Heart to Artemis*

ABE: Guide to Library Materials. Austin, TX, University of Texas, Division of Extension, 1975. $2.50. Order from: University of Texas, Division of Extension, Austin, TX 78712.

This publication is primarily an annotated bibliography but is also designed to act as a guide to the use of appropriate materials already in a library collection and to the selection of new materials. Informational, leisure reading, and instructional materials are included. For teachers and librarians, there is a section on professional materials with a list of sources for keeping up-to-date.

Gray, Brenda. *Literacy Programs and Public Libraries.* Santa Clara, CA, Federal R.E.A.D. Project, South Bay Cooperative Library System, 1976. $2.00. Order (pre-paid) from: South Bay Cooperative Library System, Santa Clara Public Library, 2635 Homestead Road, Santa Clara, CA 95051.

This informative and useful manual is designed to encourage public librarians to become involved in the fight against illiteracy by setting up tutoring programs. The publication is based on the experience of the staff of the Federal READ (Reading for Everyone to Achieve and Develop) program, an LSCA Title I grant administered by the South Bay Cooperative Library System; it includes a description of a basic reading laboratory, guidelines for tutors, sources of materials, bibliographies and suggestions for recruiting volunteers. A revised edition will be published in the fall of 1977.

Lyman, Helen Huguenor. *Literacy and the Nation's Libraries.* Chicago, IL, American Library Association, 1977. $12.50.

This brandnew ALA publication is recommended reading for every librarian concerned about the literacy crisis in the U.S. The book: reviews briefly the role of libraries and librarians in support of the national literacy effort; suggests steps in the planning process that are considered essential to a successful literacy program; identifies the population groups that are potential clientele; and answers questions that are frequently raised by librarians. The appendixes contain material for use in developing literacy programs. The resources section provides a list of funding sources, lists of literacy programs and organizations, a list of handbooks for tutor training, and resources for school libraries.

Pope, Lillie. *Guidelines to Teaching Remedial Reading.* 2d ed. Brooklyn, Book-Lab, Inc., 1975. $7.95; $3.85 pb.

A thorough introduction to one-to-one tutoring which begins by explaining why some people have difficulty learning to read, then suggests ways to plan lessons and illustrates various tutoring techniques. Includes a section on teaching English as a second language. Useful for tutors working with any age student. Brenda Gray, former Project Director for the South Bay Cooperative Library System Federal R.E.A.D. Project, recommends this as the best book available on the teaching of remedial reading.

Reader Development Bibliography, annotated and compiled by Melissa R. Forinash, Reader Development Program, The Free Library of Philadelphia, July 1977. Syracuse, NY, New Readers Press, 1977. $3.00.

An excellent annotated, graded list of materials for adults and young adults who read on an eighth grade reading level or below. Titles are listed in these major areas: leisure reading; community and family life; jobs; reading and writing; arithmetic; science; the world and its people. Entries are listed alphabetically by title within each area. Information given about each entry includes author, publisher; copyright date; price, a brief explanation of content, and the reading level. There is an appendix explaining how reading levels are determined, using the Gunning Fog Index. An appendix of publishers' addresses is also provided. Author, series, and subject indexes provide convenient cross references.

U.S. Congress. Senate. Committee on Labor and Public Welfare. Subcommittee on Education. *National Reading Improvement Act, 1973. Hearings.* 93rd Congress, first session, on S. 2069 and S. 1318...1973. (SDC# Y 4.L11/2:R22/2)

Hearings before the Subcommittee on Education to review Office of Education reading programs, particularly the Right To Read Program, and to examine causes and possible remedies for the problem of reading deficiencies in American education. Witnesses include: Kenneth Wooden, Danile Fader, and Ruth Love Holloway. A very interesting publication.

Wilson Library Bulletin. Issue "The Librarian and the Teaching of Reading," Vol. 45, no. 3 (November 1970), pp. 239-307.

Eleven articles about the teaching of reading and ways in which libraries are involved in the teaching of reading.

Wilson Library Bulletin. Issue "Librarians and the First R," Vol. 50, no. 9 (November 1976), pp. 704-41.

More on libraries and the teaching of reading.

"Then I thought of reading--the nice and subtle happiness of reading...
This joy not dulled by age, this polite and unpunishable vice,
this selfish, serene, life-long intoxication."
--Logan Pearsall Smith, *Trivia*

Compiled by Anne Roughton, BARC, 9/77